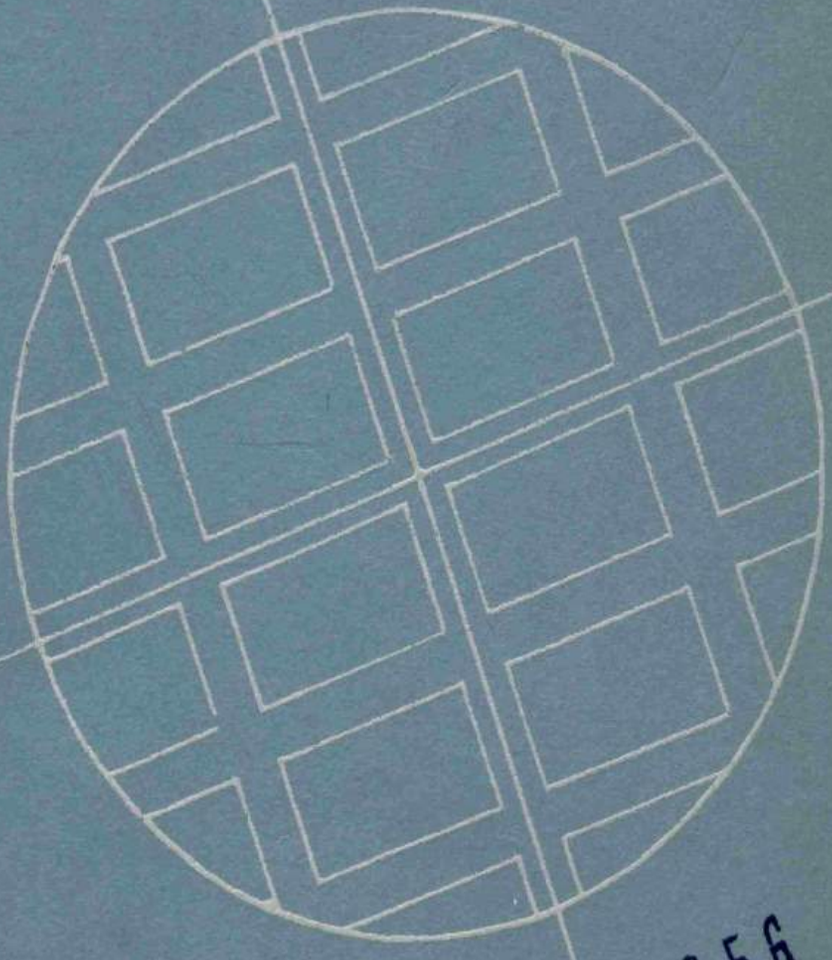
EAST CHICAGO PUBLIC SCHOOLS

BUILDING AND SITE SURVEY



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SCHOOL BUILDING AND SITE SURVEY
EAST CHICAGO PUBLIC SCHOOLS
EAST CHICAGO, INDIANA

East Chicago Board of Education

1955	1956
Stanley Kwiat	Joseph Maravilla
Jack Albertson	Thad M. Dywan
Mary Bubala	Stanley Kwiat
Walter Conroy	James A. Melyon
Frank J. Wadas	Frank J. Wadas

East Chicago Superintendent of Schools

Alfred C. Senour

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We are all blind until we see
That in the human plan
Nothing is worth the making if
It does not make the man.

Why build these cities glorious
If man unbuilded goes?
In vain we build the world, unless
The builder also grows.

Edwin Markham

SURVEY STAFF

Director of the Survey:

William C. Reavis, Department of Education, University of Chicago

Staff of the Survey:

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Thomas J. Higgins, Bureau of Building Survey, Chicago Public Schools

Herman G. Richey, Department of Education, University of Chicago

Responsibilities of Staff Members in the Survey:

The survey which is here reported was originally undertaken by Mr. Reavis with the assistance of Mr. Higgins and Mr. Richey. Work on the survey was interrupted by the illness and death of Mr. Reavis, and Mr. Cooper was then asked to complete the survey. Mr. Cooper is responsible for the format and the recommendations of this report. Mr. Richey prepared the detailed estimates of future enrollment and wrote Chapter IV of the report. Mr. Higgins participated in the inspection of school buildings and sites, particularly at the McKinley School.

FOREWORD

In January of 1945 a report on school buildings and sites in the East Chicago Public Schools was published by the University of Chicago Department of Education at the request of the Board of Education and the Superintendent of Schools.

Ten years later, in 1955, the Board of Education and the Superintendent of Schools requested a second survey to review the progress of the intervening decade with school buildings and sites and to chart the course for the years ahead. The director of the original survey, and three additional survey workers who were familiar with the original survey, were invited to make this second survey.

In the pages which follow, the findings and the recommendations of the second survey begun in 1955 are reported. In this report, Chapter I sets the stage by describing the city of East Chicago. Chapter II records in considerable detail the improvements which have been made in school buildings and sites during the ten-year period between the two surveys. Chapters III through VII provide facts and principles leading to recommendations for progress which should be made during the foreseeable future with the school buildings and sites of the city.

This report has been prepared in a spirit of cooperation and of shared responsibility for finding good solutions to difficult problems. Members of the survey staff have worked closely with the administrative officers of the schools and with others in the East Chicago community to find solutions to the school building and site problems. Recognizing that there are frequently several good solutions to a problem, this survey report gives alternate recommendations for several of the problems discussed. The members of the survey staff acknowledge the splendid cooperation of school officials and others throughout the survey, but the survey staff itself is responsible for the recommendations of the survey.

The Board of Education and the Superintendent of Schools in East Chicago have demonstrated their interest in providing good schools in part by twice seeking the advice of outside impartial survey specialists, and by rapid action on many of the recommendations of the first survey. The staff of the present survey submit this report with high hopes and a firm belief that the recommendations of this survey will further aid in maintaining good schools for the city of East Chicago, We urge upon the Board of Education and the Superintendent of Schools the adoption of these recommendations.

Dan H. Cooper
Purdue University

CHAPTER I

THE CITY OF EAST CHICAGO

INDIANA COLLECTION

Those persons who for some reason may read this report without knowledge of the city of East Chicago, and perhaps even some persons who know the city slightly, will be misled if they do not recognize that planning for schools in East Chicago is planning for schools in a most unusual community. The interesting peculiarities of the city need to be understood before a report on the schools of the city can be fully understood.

One of a Family

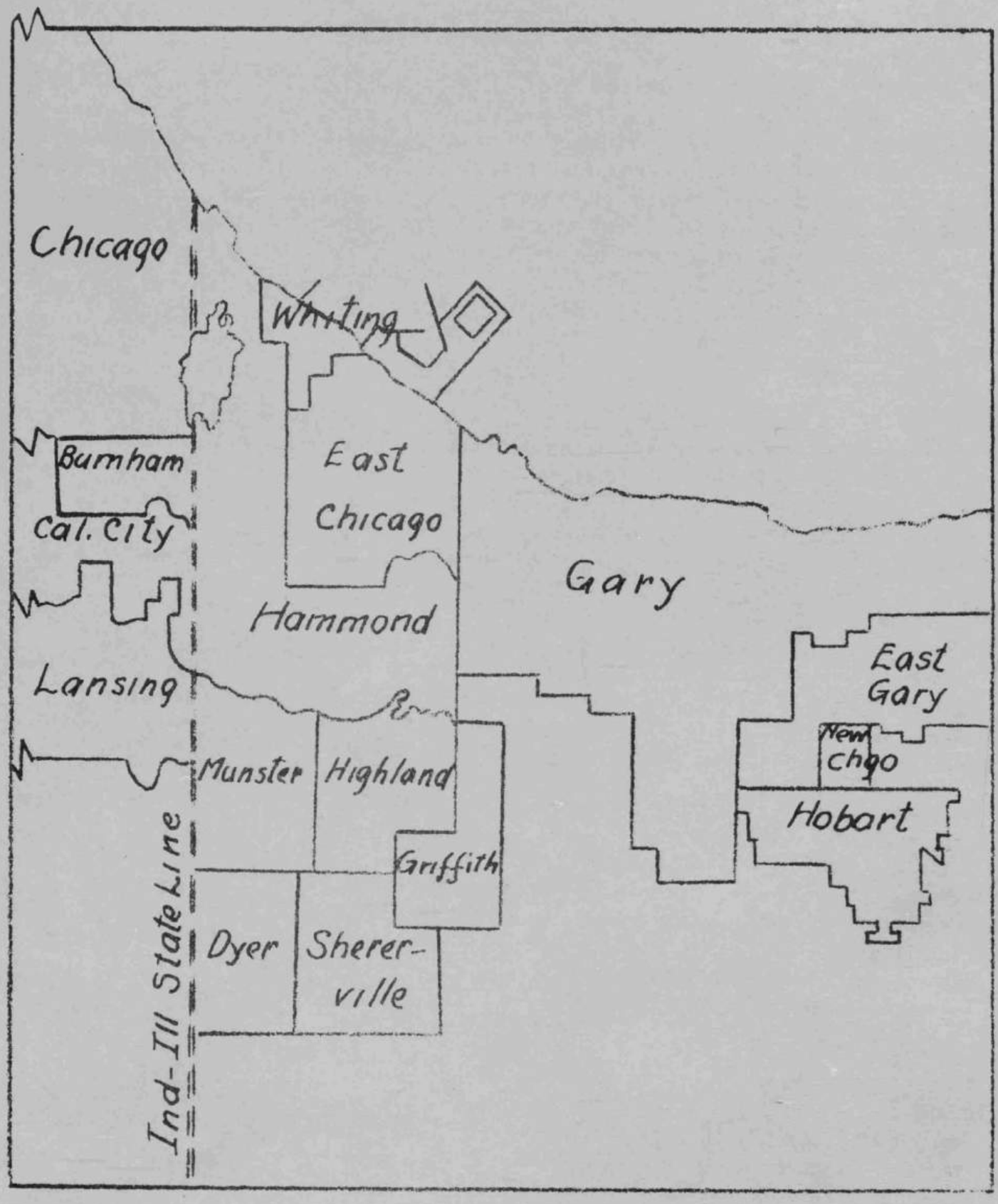
East Chicago is, as its name implies, a satellite of the city of Chicago, even though it is located several miles southeast and across a state line from Chicago.

Specialists in sociology, in government, in taxation, and in transportation have often observed that Chicago and all of its suburbs, including East Chicago and the neighboring cities in Indiana, must be examined as a single metropolital unit. Proximity to Chicago, coupled with a location straddling the nation's pathway between Chicago and the East around the southern shore of Lake Michigan, explains much about East Chicago. This location partly explains the extraordinary industrial development of the city, and the flood of both local and through traffic which must flow constantly across the city by railway, highway, freeway, and most recently tollroad. Out of these industrial and transportation features of East Chicago grow many of its social and governmental features. For example, schools in East Chicago have more than their share of difficulty because of metropolitan traffic hazards, metropolitan traffic barriers, and metropolitan industrial noise and dirt.

As one of Chicago's workrooms, bristling with mills and factories, East Chicago is a specialist among the cities of the Chicago region. East Chicago, both economically and socially, specializes in the production and fabrication of industrial materials. It leaves to others in its constellation of cities the task of providing for fancy residences with their accompanying excellent school buildings and other facilities. It leaves to others of the family of cities many other tasks as well, such as the provision of major wholesale sales centers, or the provision of outstanding recreational facilities.

Like many satellites to a large metropolitan center, East Chicago is a relatively small fragment in a patch-work-quilt of satellite communities. It is the third largest city in Lake County, Indiana, but it is completely surrounded except for a short strip of shoreline on Lake Michigan by the two larger cities of the county and by one of the smaller cities. Map I shows how completely East Chicago is a "city surrounded by cities."

The fact that the city cannot be expanded in area both simplifies and complicates planning for schools. There need be little worry about annexations of smaller satellites, or about growing edges of residential neighborhoods. On the other hand, there is no possibility of finding a fine new school site "just outside the city limits!"



Northern Part
of
Lake County Indiana
and adjoining
Cook County Illinois

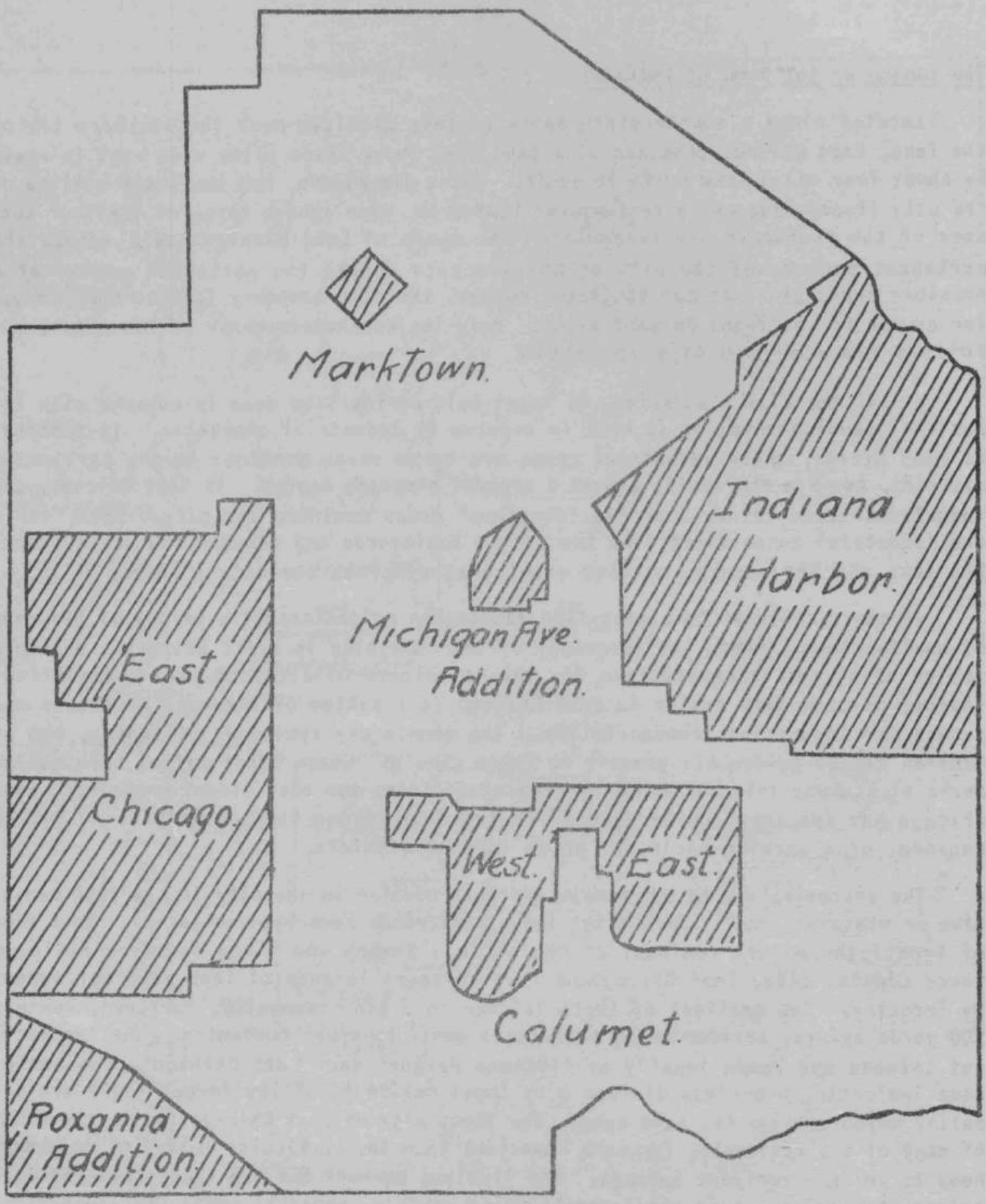
The Venice or the Rome of Indiana?

Located along a southwestern shore of Lake Michigan near the southern tip of the lake, East Chicago consists of a land area about three miles wide east to west, by about four miles long north to south. These dimensions, and the rough outline of the city itself, suggest a rectangular land area, even though three of the four corners of the rectangle are irregular. The shore of Lake Michigan cuts across the northeast corner and the city of Whiting cuts across the northwest corner of a possible rectangle. At the southeast corner, the city boundary follows the irregular course of the Grand Calumet River. Only the southwest corner of the city truly follows the coutline of a rectangle.

Within the city boundaries, at least half of the land area is covered with industrial developments, or is held in reserve by industrial companies. In contrast to many cities, these industrial zones are by no means confined to any particular district, nor are they built around a central shopping center. In East Chicago, the industrial zones rather than the "downtown" areas dominate the city. Here, it is the industrial zones which line the city's boulevards and command the views across the lake and the rivers, cutting great swaths across the city's heart.

In sharp contrast to cities like Washington or Indianapolis or any of hundreds of smaller towns, where the geography of the community is built primarily around a design of street transportation for the covenience of citizens, the controlling feature of community design in East Chicago is a system of internal railroads and canals for industrial transportation. The canals may remind us of Venice, but no Italian singer guides his gondola on these canals! Where other cities have quaint parks at highway intersections, or cloverleaf turns for busy street crossings, East Chicago has spacious double wyes of railroad track for the convenience of switch engines, or a turning basin for great lakes freighters.

The approximately 54,000 people who were counted in the city in the 1950 census live on whatever land is left after industrial needs have been satisfied. As a kind of twentieth-century reminder of the ancient Romans who lived on seven hills in their capital city, East Chicagoans live on seven islands of land each surrounded by industry. The smallest of these islands is a tiny community, Marktown, perhaps 300 yards square, surrounded by properties owned by steel companies. The two largest islands are known locally as "Indiana Harbor" and "East Chicago", the latter name indicating a curious disregard by local residents of the larger legal municipality which carries the same name. The legal city of East Chicago is, in the minds of many of its residents, far less important than the particular island or neighborhood to which a resident belongs. The "Indiana Harbor" and the "East Chicago" districts particularly have their own shopping centers, separate community identifications, and distinctive school loyalties. The "Indiana Harbor" resident will speak of "the people who live over in East Chicago!" And the "East Chicago" resident may talk of "the street that runs from East Chicago to Indiana Harbor!" To a lesser extent, each of the other neighborhoods of the city also attracts its own loyalties. In Map II, the neighborhood view of the city of East Chicago is outlined. This map follows, in simplified form, the map published as part of the 1947 East Chicago Zoning Ordinance.



Neighborhood View
of
The City of East Chicago
Map II

The 50,000 People

The more than 50,000 people who live in the city are at least as intrresting as distinctive, as the geography of the city. In an interesting little book[1] published by the East Chicago Public Schools in 1947, a chapter on "The Polyglot Population" reports that the first families came to East Chicago as recently as 1888. The rapid growth of the city up to a point of apparent saturation is shown by the population statistics which follow in Table I.

Table I. Total Population, East Chicago
1890-1950

Year	Population
1890	1,255
1900	3,411
1910	19,098
1920	35,967
1930	54,784
1940	54,634
1950	54,263

The unusually large proportion of the population drawn directly from foreign nations, particularly from central Europe and more recently from Spanish-American countries, is shown by data in Table II. from the United States Census reports.

Over 40 nations are said to be represented in the population. In commenting on census figures for the city, the authors of East Chicago: A Historical Description report that

> "....(in 1930) Poland had contributed about one-third of the foreign stock and almost one-fifth of the total population of East Chicago at the time. Czechoslovakia, Hungary, and Yugoslavia had contributed another third of the foreign stock. By 1930, however, two new groups had grown to importance in this city. These were the Negroes and Mexicans." (p.26)

The in-migration of Negroes, of Mexicans, and most recently of Puerto Ricans has been a notable development from 1930 up to the present time. In 1940, Negroes constituted eleven per cent of the population according to the census. By 1954, Negro pupils constituted 33.83 per cent of the public school enrollment. About ten per cent of the 1930 population was reported as from Mexico or of Mexican ancestry. The flow of Puerto Ricans into the city has begun only within the past few years. By 1954, Spanish-American pupils constituted 22.74 per cent of the public school enrollment.

A considerable amount of intra-national migration is another feature of many family histories in East Chicago. Axiomatically, a city which has been created

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[1] Bolton, Floyd B.; Fox, John P.; Petronella, James P.; and Sowerby, Lillian. East Chicago: A Historical Description. East Chicago: East Chicago Public Schools. 1947. pp. vii 112.

TABLE II

COUNTRY OF BIRTH OF FOREIGN-BORN WHITE
RESIDENTS OF EAST CHICAGO

	Census				
Country of Birth	1910	1920	1930	1940	1950
England	199	220	320	207	153
Scotland	96	87	245	155	91
Wales	109	81	-	31	-
Ireland	150	169	139	76	64
Netherlands	13	14	9	5	4
Norway	14	-	-	30	19
Sweden	473	348	380	238	149
Denmark	9	-	-	12	7
Belgium	-	3	4	3	-
Switzerland	6	12	4	4	-
France	10	18	19	8	16
Germany	440	230	245	198	154
Poland	-	4,074	3,628	2,728	1,943
Czechoslovakia	-	715	1,494	930	750
Austria	3,201	1,706	114	486	310
Hungary	3,341	2,154	1,451	1,366	932
Yugoslavia	-	987	1,516	1,190	1,003
Russia	1,730	837	357	361	283
Lithuania	-	613	686	549	554
Rumania	-	841	1,242	825	533
Greece	20	488	508	496	425
Italy	127	381	536	508	368
Canada	108	142	391	293	204
Mexico	-	-	-	-	1,867
All Others	159	543	505	1,665	263
TOTALS	10,205	14,663	13,793	12,364	10,092

almost entirely within the past 50 years nas had to receive all of its citizens from somewhere else during this half-century. Other cities may have been able to absorb rapidly. Aside from this rapid growth, detailed figures show several special types of migration including movement from farms to city, movement from south to north within the nation, and movement within the city. As lay-offs have occurred in the local industries, and as families have prospered and sought new homes for themselves, movements of population out of the city have also occurred. As an example of these types of migration, a survey of the pupils in 1951 found that 17 per cent of the pupils gave seven southern states as their birthplace.

The population and school enrollment figures for East Chicago tell much about the task in Americanization which has been placed upon the public schools during the past half-century. Probably few school systems in the nation have been, in these recent decades, more continuously engaged in welcoming and inducting new citizens to the nation, to urban life, and to the immediate community.

A Concentration of Wealth

Whatever other problems the city of East Chicago may have, it is not poor! The giant industries located in the city give it an array of tangible wealth such as few communities in the nation of comparable size can enjoy. Executives of the local Chamber of Commerce list 56 industrial organizations with five or more employees in the city. The largest of these has an estimated 18,175 employees, and there are eleven others with over 500 employees. Assessed valuations for the 56 organizations reach fabulous amounts. Table III gives the Chamber of Commerce list, along with the estimated number of employees and the assessed valuations for 1955.

TABLE III

NUMBER OF EMPLOYEES AND 1955 ASSESSED VALUATIONS
OF PROPERTIES OF INDUSTRIES,
EAST CHICAGO, INDIANA

Industry	Products	Approx. Number Employees	Assessed Valuations
Inland Steel Company	Basic Steel	18,175	30,255,680
Youngstown Sheet & Tube Co.	Steel Pipe, Plates	8,600	19,747,030
General American Trans. Co.	Railroad Cars, Plastics	4,245	4,718,915
Continental Foundry & Mach. Co.	Castings, Rolls, Machining	3,000	2,104,270
Sinclair Refining Co.	Refining Oil	2,240	12,801,355
Combustion Engineering, Inc.	Locomotive Superheaters	1,425	1,769,800
Standard Forgings Corporation	Forgings	1.050	522,880
American Steel Foundries	Miscellaneous Castings	840	687,705
Cities Service Oil Co.	Refined Oil, etc.	650	9,209,290
DuPont deNemours, E. I. & Co., Inc.	Heavy Chemicals	630	3,163,015
Graver Tank & Mfg. Co.	Tanks	580	675,420
Edward Valves, Incorporated	Valves	480	375,400
U. S. Gypsum Company	Building Material	450	735,410
Socony Vacuum Oil Co.	Gasoline	430	3,311,455
Harbison-Walker Refractories Co.	Fire Bricks	360	547,190
Given, Albert, Mfg. Co.	Trousers	330	88,515
Magnesium Co. of America	Magnesium Fabrication, Stl. Joists, Poles	300	161,845
Cudahy Packing Co.	Old Dutch Cleanser	245	325,135
Linde Air Products Co.	Manufacturers of Oxygen and General Chemicals	230	2,425,780
U. S. Reduction Company	Aluminum	200	187,110
Calumet Iron & Supply Co.	Scrap Iron, Materials	190	235,595
Shell Oil Co.	Refined Petroleum	160	321,405
U.S.S. Lead Refinery, Inc.	Refining of Lead	150	493,520
East Chicago Machine Tool Corp.	Baling Presses, Machng. and Mach. Bldg.	140	29,665
Silver Manufacturing Co.	Sportswear	135	
Indiana Forge & Machine Co.	Drop Steel Forgings	125	41,045
Metal & Thermit Corp.	Detinning & Electrodes	105	671,840
Young & Greenawalt Company	Corrugated Metal	102	44,755
Lanman Company, E.B.	Nuts and Bolts	90	165,330
Northern Indiana Dock Co.	Dock Terminal	90	112,805
Lummus Company, Fabricated Piping Division	Fabricated Piping	88	168,750
Champion Rivet Co.	Steel Rivets, etc.	86	206,565
Associated Box Corporation	Wooden Boxes, Packages	75	73,645

Table III cont. Industry	Products	Approx. Number Employees	Assessed Valuations
Certified Concrete, Inc.	Mixed Concrete	50	132,500
Jordan Company, O. F.	Railroad Equipment	50	53,210
Pepsi-Cola Bottling Co,	Bottling Beverages	50	112,735
Phillips Pipe Line Company	Gas	50	961,045
Weller Company, B. I.	Grain Elevator Equip.	30	27,705
East Chicago Sheet Metal Co.	Sheet Metal-Heating & Ventilating	25	17,600
Gannon Sheet Metal Works	Heavy Sheet Metal	25	17,600
Humes & Berg	Musical Accessories	25	52,570
Crane Co.	Valves & Fittings	23	34,325
Beemsterboer, George J.	Slag	20	46,555
Roxana Galvanizing Co., Inc.	Galvanizing Service	16	18,010
East Chicago Pattern Works	Pattern Jobbing-Wood & Metal	10	12,125
Indiana Slag Co.	Slag	10	41,800
Weber Insulation Company	Insulation Materials	10	6,250
Texas Co., The	Texaco Gasoline	7	166,925

CHAPTER II

A DECADE OF PROGRESS IN EAST CHICAGO

In January of 1945 a report[1] on school buildings and sites in the East Chicago Public Schools was published by the University of Chicago Department of Education at the request of the Board of Education[2] and the Superintendent of Schools.[3]

The University of Chicago survey, directed by William C. Reavis[4], provided the basis of a long-range program of school building and site development and improvement. Twenty-three important recommendations for new construction, renovation, and building and site utilization were made in the survey report.

All of the recommendations of the 1945 survey report have received careful attention from East Chicago school officials. Many of the recommendations have been followed to the letter. Others among the recommendations have been followed in part, or in modified form. For a decade since 1945, the recommendations of the survey report have been used as a guide and as a starting point for progress in the provision of school facilities for the East Chicago schools, in order to assess the progress which had been made with buildings and sites during the past ten years and in order to recommend next steps in the light of changing circumstances. The present report may be thought of as an impartial report (1) on the accomplishments of the past decade in regard to school facilities and (2) on the direction which efforts should take during the coming years.

In this chapter, the accomplishments of the past decade are reported, in comparison with the recommendations from the 1945 survey. In making the comparison, an exact matching of survey recommendations with East Chicago accomplishments should not be expected. Survey recommendations are not intended as rigid prescriptions. To obtain the full value from a survey, school officials must use recommendations as a starting point for their own decisions. In the end, their decisions will often depart from recommendations because of new circumstances which emerge after a survey or because of convictions which do not yield to the survey proposals. School officials should not blindly follow a survey report!

From the comparisons which follow, it is clear that the school officials of East Chicago have dealt energetically and effectively during the past ten years with

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1 Committee on Field Services, Department of Education, University of Chicago, Building and Site Survey, East Chicago Public Schools, East Chicago, Indiana. January, 1945. pp. iii and 1-94.

2 The three members of the Board of Education of the East Chicago Public Schools in 1945 were John J. Dreesen, President; Michael Havran, Treasurer; and George J. Grimmer, Secretary.

3 Mr. Alfred C. Senour has been the Superintendent of Schools in East Chicago since 1943.

4 The staff of the 1945 survey consisted of William C. Reavis, Chairman of the Committee on Field Services, University of Chicago; Ralph W. Tyler, Chairman of the Department of Education, University of Chicago; Herman G. Richey, Secretary of the Department of Education, University of Chicago; Orville E. Peterson, Research Assistant, University of Chicago; Selmer H. Berg, Superintendent of Schools, Rockford, Illinois; Harold C. Hunt, Superintendent of Schools, Kansas City, Missouri; Ward G. Reeder, Professor of Education, Ohio State University; and Dan H. Cooper, Assistant to the Superintendent of Schools, Pittsburgh, Pennsylvania.

the problems identified in the 1945 survey. The record of accomplishment is impressive. It is a pleasure to present in the following pages of this chapter the twenty-three recommendations of the 1945 survey, followed in each instance by a report of the actions taken on the recommendation.

RECOMMENDATION 1: "The Mark School presents a serious problem to the Board of Education, which might be solved in four ways. (1) The board might discontinue the school and transport the thirty children of the kindergarten and first and second grades now accommodated at Mark to the Harrison School. (2) The present frame buildings might be replaced with a small permanent building designed for a school and community center to house the kindergarten and first two grades, a public library branch, and the community recreational activities. (3) The present frame school and community buildings might be improved and continued as they are now operated. (4) The present buildings might be sold, removed, and replaced with a permanent building designed to house the children of the district through the sixth grade.

In the opinion of the survey staff, Plan 1 would in the long run be the best for the pupils and the East Chicago school system, the most economical for the taxpayers, and the best for the Mark Community. However, the staff recognizes that though the Mark community is small, it is a well-established residential district and is somewhat removed from adjacent school districts. This fact presents a problem to parents with small children, who object to the transportation of children of kindergarten and primary ages. For this reason, the board might consider it desirable to give preference to Plan 2 or 3. If the board adopts Plan 2 it should realize that the annual per capita cost of educational services to the Mark community will be greatly increased. Furthermore, the board will be setting a precedent which may be utilized by other small residential areas as a lever in forcing the establishment of similar schools. If carried far such a policy of decentralization would be ruinous to the East Chicago school system. Plan 3 would be far less expensive than Plan 2. It would have the advantage of providing satisfactory educational facilities for the younger children of the Mark community until the future development of this community is more definitely known and the best solution to the school problem can be more clearly foreseen.

The adoption of Plan 4 could be even more expensive than Plan 2 and would result in the virtual isolation of the Mark community and the breakdown of the platoon organization for the middle grades, which type of organization is strongly favored by the educational leaders of East Chicago and neighboring Indiana school systems. The removal of the Mark middle grades from Harrison where they now attend, also would create cost and organization problems at that school of a serious nature."

ACTION ON RECOMMENDATION 1: Plan 3 has been adopted. In keeping with the spirit of Plan 3 as recommended, substantial improvements have been made in the frame building and on the site. These improvements are listed by the superintendent of schools and his staff[1] as follows:

[1] Building and site projects in the East Chicago Schools are first approved by the Board of Education upon the recommendation of the Superintendent of Schools. The features of approved projects are worked out cooperatively by committees of supervisory and administrative personnel. The Supervisor of Buildings and Grounds, Mr. James A. Kroll, is the liaison person between school officials and the contractor while projects are under construction.

a. Sanitary drinking fountain installed in corridor.
b. New outside drinking fountain installed.
c. Gas-fired hot water (installed in school and community buildings).
d. Oil-burning furnaces provided for both buildings.
e. Partition placed in community building basement.
f. Outdoor basketball court surfaced.
g. Installed playground basketball banks.
h. Replaced entrance walks to both buildings.
i. Resurfaced office floor with asphalt tile.
j. Cement block foundation placed under community building.
k. Fire resistant metal sheeting placed on furnace room door; also between fuel storage and furnace rooms.
l. Community building partitioned into two rooms.
m. Grounds landscaped with several dozen American elms.
n. Formica-top folding tables and steel folding chairs purchased for community room.
o. Bounce-ball courts constructed.
p. Replaced basement windows with glass block.
q. Baseball backstop provided.
E Exterior mercury-vapor lighting installed.
s. Twelve new primary chairs purchased.

RECOMMENDATION 2: "The section of the McKinley School in which the administrative offices of the Board of Education and its executive officers are housed is entirely inadequate for the purpose. This section does not provide enough space for all of the administrative officers and supervisory staff. It is necessary, therefore, to house some of the officers in undesirable basement rooms in the section of the McKinley School used for elementary school purposes and others are scattered throughout the city. No space is available in the administrative section for the storage of educational equipment and supplies. This necessitates the storage of limited quantities or such supplies in unsafe and inadequate basement rooms and corridors. Procurement and distribution of supplies accordingly, cannot be economically managed.

The administrative quarters should ordinarily not be an integral part of any school center as they are in East Chicago. The administrative building should be well located with respect to the schools served. It is therefore clear that a more central and readily accessible location to the schools of the district should be acquired for a future administration building. In the opinion of the survey staff the most appropriate location for such a building would be in the vicinity of the Roosevelt High School and Indiana University Extension Center.

It is therefore recommended that the Board of Education proceed immediately to secure an option on an appropriate site for this much-needed addition to the school system and to prepare plans for its construction as soon as building conditions will permit."

ACTION ON RECOMMENDATION 2: Approximately six and one-half acres of land have been purchased for a central administration building, across the street from Roosevelt

High School and adjacent to the Indiana University Extension Center. The school officials have been eager to proceed with the construction of an adequate central office building on the new site, but have delayed the project year after year in order to devote all available funds to buildings and grounds which are used by pupils.

RECOMMENDATION 3: "The Field School presents a difficult problem not only to the Board of Education but also to the civil officers and citizens of the city of East Chicago. The solution of the problem is complicated by a housing condition which is a disgrace to a modern city favored in many ways as East Chicago is. Three solution are possible. (a) Retain the present frame structure which houses some three hundred kindergarten and first-grade children, keeping it in a state of satisfactory repair until appropriate plans are made to improve the living conditions of the families from which the little children who attend this school come. (b) Close the school, as was once done, and transfer the children to the neighboring schools--Lincoln, Riley, and Franklin. (c) Secure additional land for a convenient site and erect a much larger building to house the children at least through Grade III.

Taking into consideration all the operating factors, the survey staff recommends that the Board of Education continue with Plan "a", maintaining the present frame structure in good condition and making only necessary improvements until the school, the city, and the Park Board of East Chicago develop a comprehensive plan of community improvement needed for the Field district."

ACTION ON RECOMMENDATION 3: Plan "c" has been followed, and many persons who are familiar with the situation are grateful that the Board of Education did not follow the 1945 survey recommendation on Field School. The survey report itself, in discussing this recommendation, called Plan "c"--"an appealing solution to the problem from the standpoint of comprehensive community service...." (p. 21)

The new Field building and site is a wonderful asset worthy of any community. The building has been planned with unusual care, providing excellent space for a complete program of education. This development is described by school officials as:

a. Increased area site from 2 acres to available 12 acres with 7 1/2 acres fenced and in use.
b. Constructed new twenty-six classroom building with an auditorium, boys' and girls' playrooms, an audio-visual instruction room, and a branch public library, all with modern equipment and furniture.
c. Razed former, temporary, frame eight-classroom structure facing Washington Street and three brick cottages facing Block Avenue, the latter to give direct access to the front entrance of the new building.
d. Improved grounds: Filled, graded, and topped portions of playground; provided all-weather surfacing of other areas; fenced play areas; graded and blacktopped front driveways; installed assorted and extensive playground equipment; provided landscaping.
e. Dedicated a 50' roadway as an extension of Commonwealth Avenue to facilitate rapid movement of auto traffic without hazard to school children.
f. Added four-classroom addition with furniture; occupied October, 1955.

RECOMMENDATION 4. "The Garfield School is in need of many internal improvements and repairs, such as rewiring and new lighting fixtures; modern toilet facilities; larger office space for the principal; floor sanding, sealing, and waxing; new seating equipment; redecoration of classrooms, and the like. The building is adequate for the entire district and will very likely continue to be for some years to come. Some improvement of playground facilities at this school is also greatly needed. The play area is in bad condition and requires resurfacing. A section of the playground should be provided with a smooth all-weather surface for year-round directed play. There are some traffic hazards for small children in the district, but adequate protection can be provided by school patrols, traffic lights, and crossing barriers."

ACTION ON RECOMMENDATION 4: Extensive remodeling and renovation has been accomplished at Garfield, covering most of the items mentioned in the recommendation and exceeding the recommendation in many respects. It is interesting to note that new classrooms have become necessary at Garfield, in spite of the prospect in 1945 that the building would be adequate in size "for some years to come". Improvements at Garfield are listed as follows:

a. Remodeling during period from 1947-1951.

Relocated and modernized boys' toilet room.
Relocated and modernized girls' toilet room.
Developed additional kindergarten area including adjoining work, storage, and toilet room.
Relocated and modernized general office, with modern counter.
Provided private office for principal.
Developed room for book storage and day-to-day supplies.
Relocated and modernized health suite.
Rearranged two shop-rooms, to provide tool crib, store room, water service, and power line for general shop use. Subsequently reconfined shop to one room with the other room in use for a primary class.
Installed men-teachers' restroom.
Relocated and improved women-teachers' restroom.
Installed new floor, acoustic ceiling, and recessed ceiling lights in gymnasium.
Developed offices and store room for physical education teachers.
Modernized boys' and girls' shower rooms.
Installed water facilities for art room; also, small art-supplies storage area.
Insulated band room walls.
Modernized boiler room.
Fire safety partition between boiler room and fan room.
New coal burning boiler with stoker.
New oil burning boiler and tank.
New hot-water storage tank.
New vacuum-return condensation pump.
New valves and controls for heating coils.
Installed new electric service lines and panel.

Rewired with fluorescent lighting fixtures, except in gymnasium.
Installed acoustic ceiling.
Resurfaced corridors, office suite, health suite, and women-teachers' restroom with asphalt tile.
Installed new stair treads with safety nosing.
Resurfaced roof.
Provided interior redecoration in various pastel colors according to natural light exposure.

b. Installed exterior mercury-vapor lighting.
c. Installed precipitron air cleaner, also facility for recirculation.
d. Surfaced all-weather playground.
e. Landscaped parkway.
f. Added fencing.
g. Installed playground basketball banks.
h. Purchased unit-movable furniture for six classrooms.
i. Refurnished science room with demonstration table and tables and chairs for pupils.
j. Re-equipped art room with tables.
k. Installed standard auditorium seating.
l. Replaced stage curtain and cyclorama.
m. Provided sanitary heads on drinking fountains.
n. Built boiler room ramp.
o. Replaced entrance walk and public sidewalk in front of building.
p. Developed general storeroom.
q. Developed custodial storeroom.
r. Constructed steel-frame addition for two self-contained, primary classrooms, with directional glass block and view-strip windows, neutralite glazing, acoustic ceilings, fluorescent lighting, and unit-movable seating.
s. Purchased 40 unit movable seats for room 109.
t. Purchased one teacher desk and chair, two sewing machines.
u. Built filing and storage cabinet for woodshop.

RECOMMENDATION 5: "The large concentration of pupils in the Washington elementary and secondary schools makes greater playground space imperative. Considerable space (34,740 square feet) could be added by the closing of Hemlock street, which bisects the school site, separating the buildings from the playground. Since Hemlock Street between Columbus Drive and 140th Street is little used, and since traffic through the school grounds during school hours is prohibited anyway, it is recommended that the Board of Education urge the city to close this street in order that it may be merged with the play area to the east. In its present condition as a street the curbing and the convex structure of the surface constitute a safety hazard to pupils who must constantly utilize it in crossing to the play area. The space would add three-fourths of an acre to an already limited play area.

In the opinion of the survey staff the walk for pedestrians along the West side of Hemlock Street through the entire length of the school grounds should be retained, and vehicular access from the north to service the heating plant, etc., will need to be provided for.

The rights to recreation and the needs of two thousand children should transcend the minor inconveniences which would result to the public from the closing of the street."

ACTION ON RECOMMENDATION 5: The section of Hemlock Street adjacent to the school has been legally closed. The pedestrian walk could not be retained, because the new cafeteria and physical education building for Washington High School will block the sidewalk. Access for service vehicles will be retained.

RECOMMENDATION 6: "The Lincoln School is overcrowded and it appears that the condition will continue, if not actually become worse, in the near future. The solution of this problem has been carefully considered and the following recommendation is submitted, namely that if the crowded condition increases, the pupils of the fifth and sixth grades be transferred to Riley, and Lincoln be conducted as a primary unit with kindergarten and Grades I through IV."

ACTION ON RECOMMENDATION 6: This recommendation has been followed, Lincoln serving for several years after the 1945 survey as a primary unit for kindergarten and Grades I through IV. Recently, enrollments have increased so that it has become necessary to provide for Grade V, but Grade VI is still not included at the school. Building and site improvements at Lincoln include the following, as reported by school officials:

a. Remodeling in 1952.
   - Modernized boys' toilet rooms, including relocation of shower facilities.
   - Modernized girls' toilet rooms, including relocation of shower facilities.
   - Installed exhaust fans for toilets.
   - Readjusted office area, and modernized office with modern counter.
   - Readjusted and modernized private office of principal, with univent.
   - Replaced sash windows with glass block in general supplies storage room and ground floor toilet rooms.
   - Installed new floor, acoustic ceiling, and recessed ceiling lights in gymnasium-auditorium.
   - Rewired for fluorescent lighting fixtures, except in gymnasium-auditorium.
   - Installed room clocks and signals.
   - Installed acoustic ceilings.
   - Resurfaced corridors, office suite, kindergarten, and women-teachers' restroom, with asphalt tile.
   - Installed new stair treads with safety nosing.
   - Remodeled east entrance.
   - Provided modern sanitary drinking fountains.
   - Installed exterior mercury-vapor lighting.
   - Relocated and enlarged custodial storeroom, with toilet facilities.
   - Replaced exterior locks.
   - Improved bulletin boards in corridors and office.

b. Replaced sash windows with glass block in health suite.
c. Surfaced all-weather playground.
d. Installed playground basketball banks.
e. Replaced window shades.
f. Replaced stage curtains.
g. Redecorated interior in various pastel colors according to natural light exposure.
h. Installed precipitron air cleaner.
i. Installed electric freight hoist.
j. Installed new hot-water recirculating pump with controls.
k. Built new boiler room ramp.
l. Nine classrooms seated with unit movable furniture; two classrooms equipped with tables and chairs; new furniture purchased for women's restroom and for office.

RECOMMENDATION 7: "It is apparent that the Riley School must serve the lower grades of its immediate community and the middle and junior high school grades of a larger adjacent area for an indefinite period. Since the school serves a large enrollment, the building should be put in better condition than at present. Some effort has already been made in this direction but much remains still to be done.

The gymnasium is inadequate and unsatisfactory for a school of Riley's size and grade range. A sizable new gymnasium should be erected south of the present structure on land now owned to which should be added one additional lot. This unit should be made large enough so that it would also provide a band room and modern facilities for the industrial-arts program. The new gymnasium would be used largely for boy's physical education and for after-school community purposes. The present gymnasium would serve the needs of physical education for girls.

The lighting in most of the rooms and halls of the Riley School is very unsatisfactory, the condition of the floors is bad, and the stair wells are very wide and are in need of protective devices to prevent pupil accidents."

ACTION ON RECOMMENDATION 7: As an alternative to the recommendation for new construction at Riley, the pupils in Grades VII and VIII have been transferred to Washington Junior High School. An exceptionally complete job of modernization and development has been completed in the existing building and on the site. In 1952 a major modernization was approved, and major expenditures have also been made on several other occasions. The total list of improvements as reported by school officials is as follows:

a. Remodeling in 1952.
   New electric service lines and panel installed.
   Building completely rewired for fluorescent lighting fixtures, room clocks, and signals.
   Acoustic ceilings installed throughout building.
   Corridors resurfaced with asphalt tile.
   New stair treadd with safety nosing installed.
   Relocated health service quarters with improved facilities.
   Modernized kindergarten room with adjoining work, storage, and toilet room.

Converted former gymnasium into two playrooms for boys and girls, with connecting storage and desk room for teachers.
Remodeled entrances with new platforms; new doors, with overhead glass block; and removal of former storm partition at front entrance.
New boilers--one oil-burning; one coal-burning--with new return condensation pump installed.
Fire-safety partition constructed between boiler room and fan room.
Toilet room exhaust fans installed.
Modern sanitary drinking fountains installed.
Corridor middle lockers removed.

b. All-weather playground surfacing installed.
c. Exterior mercury-vapor lighting installed.
d. Cornice removed.
e. Additional fencing done.
f. New heating-coil traps and new automatic temperature controls installed.
g. Roof saddle over auditorium replaced.
h. Custodial store room developed.
i. General office remodeled with new counter.
j. Precipiton air cleaner installed.
k. Former north, ground-floor toilet rooms converted into a classroom and a general store room.
l. Replaced floor in rooms 3, 5, 7, 8, and 9.
m. Built boiler room ramp.
n. Improved stage lighting.
o. Purchased new stage curtain and new cyclorama.
p. Purchased movable furniture for four classrooms.
q. Girls' dressing room provided.
r. Men-teachers' restroom provided.
s. Interior redecorated in various pastel colors according to natural light exposure.
t. Parkway landscaping completed.
u. Installed playground basketball banks.
v. Provided girls dressing room, replacing sash windows with glass block...
w. Replaced sash window on west side, with glass block and view-strip windows with neutralite glazing.
x. Unit movable seating purchased for three rooms.
y. Tablet arm chairs purchased for room 201 (Fine Arts, Music)
z. Folding chairs purchased for instrumental music room.
aa. Chairs purchased for second kindergarten room.
bb. Demonstration table purchased for science room.
cc. Teacher's desk purchased for room 204.
dd. Desk purchased for health suite.

RECOMMENDATION 8: "The part of the McKinley building used for school purposes is in need of thorough reconditioning. Floors are in bad condition, artificial lighting

is poor, office space is too small, and much of the seating is unsatisfactory. The furnaces in this building are of ancient type and should be replaced. Metal doors should be installed for the boiler room to reduce the hazard from fire. The roof on the 1905 structure is in bad condition. The use of rooms in the basement as classrooms should be discontinued as soon as possible.

The space now used for the administrative offices could be used to excellent advantage by the school. The availability of this space for school purposes would considerably increase the effectiveness of the McKinley School, particularly for evening school purposes."

ACTION ON RECOMMENDATION 8: Major improvements have not been undertaken at McKinley to nearly the extent provided in most of the other schools of the city. Some necessary improvements have been made, and reasonable upkeep on the building has been provided, but larger improvements have been deliberately avoided. School officials have been so impressed with the deficiencies which were pointed out in the survey that the possibility of completely replacing the McKinley building has been receiving attention. Until a decisinn has been reached on this possibility, large expenditures for modernization have quite properly been avoided.

In the following list of improvements which have been made at McKinley, it will be noted that more attention has been given to the site than to the building, on the assumption that the site would always be useful.

a. Remodeled boys' and girls' toilet rooms in original building.
b. Provided fencing and all-weather surfacing of across-Magoun playground; also, curbing along alley to prevent flooding of neighbors.
c. Blacktopped parkways adjoining across-Magoun playground.
d. Acquired additional playground (1½ lot area); also, additional fencing and new gates.
e. Added fencing for pupil safety along stairway at rear of administration building.
f. All-weather playground surfacing provided.
g. Parkway and lawn landscaping completed.
h. Rebuilt platform at entrance to administration unit.
i. Installed exterior mercury-vapor lighting.
j. Provided modern, sanitary drinking fountains.
k. Installed playground basketball banks.
l. Improved stage lighting; placed new draw drapes at windowsin auditorium.
m. Purchased new stage curtain and new cyclorama.
n. Replaced floor in boys gymnasium.
o. Installed fluorescent lighting in rooms 204,205,207, and 208. and offices.
p. Converted basement rooms into supervisory offices, conference, general storage, and publications rooms.
q. Purchased furniture.
   Six classrooms seated with unit movable furniture.
   One classroom equipped with tables and chairs.
r. Table arm chairs purchased for room 206.

s. Sectional filing cabinets purchased for office.

t. Storage cabinet installed for health service.

v. Large audio-visual screen installed in auditorium.

RECOMMENDATION 9: "The Washington Elementary School has undergone some improvement during the past year though the modernization of toilet facilities and the improvement of stairs. Complete rewiring and new fixtures are greatly needed. Wood floors throughout the building are in bad condition and need early attention. Wide stair wells here, as in several other schools, create a safety problem. The treads on the steps of the west stair need attention. The seating of the school is in bad condition and should be gradually replaced when such equipment is available. The room used for instrumental music requires acoustical treatment.

ACTION ON RECOMMENDATION 9: Extensive modernization, covering most of the items in the recommendation and exceeding the recommendation in many respects, has been completed. Perhaps wisely, the purchase of new furniture for many of the classrooms has been delayed until improvements in the buildings and sites could be completed.

a. Modernized boys' and girls' toilet rooms.

b. Removed cornice and resurfaced roof.

c. Remodeling in 1950.

Installed new electric service lines and panel.

Completely rewired for fluorescent lighting fixtures, except in playrooms.

Installed room clock and signal system.

Installed acoustic ceiling in all classrooms.

Resurfaced corridors.

Installed steel stairs with treads and safety nosing.

Modernized health suite.

Modernized general office with modern counter.

Provided private office for principal.

Developed book-storage room.

Developed additional general supplies storage room.

Converted former gymnasium into two playrooms for boys and girls, with adjoining shower rooms, connecting storage, and desk rooms for teachers.

Cut direct exit from playrooms to playground.

Enlarged and modernized kindergarten with adjoining work, storage, and toilet rooms.

Replaced steam radiators.

Installed new thermostat controls for both forced air and steam heating.

Installed precipitron air cleaner.

Installed recessed steel lockers in corridors.

Placed new wardrobes in primary classrooms.

Relocated women-teachers restroom, utilizing formerly wasted stair-well area.

Modernized classroom-supplies storage.

Developed work and teacher-pupil conference rooms, utilizing formerly wasted stair-well area.

Developed modern, small-size auditorium, utilizing in part formerly excessive corridor width.

Enlarged library and reading classroom, utilizing in part formerly excessive corridor width.

Remodeled entrances.

Installed cylinder, safety locks on all classroom doors.

Redecorated interior.

d. Installed exterior mercury-vapor lighting.

e. Installed additional unit-ventilator in general office.

f. Fenced and resurfaced west play area.

g. Installed all-weather surfacing on west parkway.

h. Purchased and installed furniture and equipment as follows:

Office - Typewriter, adding machine, duplicator, duplicator cabinet, receipt machine, desks (2), upholstered chairs (2).

Room 101 - Unit movable desks (36), teacher's desk, two drawer file, chairs (20)

Room 102 - Tables and chairs, teacher's desk and chair, library tables (2), two drawer file.

Room 104 - Round kindergarten tables (3), chairs (40), teacher's desk and chair, library table (1), two drawer file

Room 109 - Art tables (18), stools (36)

Room 111 - Unit movable desks (40), two drawer file

Room 11_ - Science tables (12), chairs (36), demonstration desk (1)

Room 211 - Unit movable desks (36), teacher's desk and chair

Room 212 - Two-drawer file

Room 202 - Unit movable desks (40), chairs (20)

Room 204 - Unit movable desks (26), library tables (2), teacher's desk, and chair

Room 206 - Teacher's desk and chair, folding chairs (36)

Room 207 - Unit movable desks (36), teacher's desk and chair, three-drawer file

Room 209 - Unit movable desks (36), teacher's desk and chair

Room 210 - Teachers' restroom couch and chairs (2)

Room 203 - Health suite couch, chairs (2), bed, table

RECOMMENDATION 10: "The Columbus School is one of the better buildings in the East Chicago school system. The needs of this school are improved seating, proper care of the gymnasium floor, and an improved surfacing of the playground with at least part of the play area hard-surfaced for all-weather use."

ACTION ON RECOMMENDATION 10: Progress is being made on seating in accordance with this recommendation; the surfacing along with other features of the playground has been improved; and improved care is reported for the gymnasium floor. In addition, a number of other improvements have been made to keep this building comparable to other buildings which were being improved, and to meet new needs which have emerged. The complete list of changes is as follows:

a. Acoustic ceiling installed in gymnasium-auditorium.

b. Replaced glazed windows with glass block in west wall of gymnasium.

c. Constructed four storm entrances.

d. Installed complete fluorescent lighting except in gymnasium-auditorium.
e. Converted unused south entranceway and corridor into physical education supervisor's office.
f. Replaced unit-ventilators throughout building.
g. Converted heating plant from coal-burning to oil-burning.
h. Installed new boiler bottom and tubes.
i. Provided custodial storage room.
j. Provided physical education storage room.
k. Installed storm-water ejector pump.
l. Fenced playground.
m. Installed all-weather playground surfacing.
n. Installed playground basketball banks.
o. Installed exterior mercury-vapor lighting.
p. Purchased primary-grade tables and chairs for one classroom.
q. Purchased unit movable pupil desks for three classrooms.
r. Purchased secretary's desk and additional filing cabinets for offices.
s. Purchased piano.
t. Purchased two teacher's desks.

RECOMMENDATION 11: "The facilities of the Franklin School are very satisfactory except for needed improvement in playground surfacing and playground equipment for smaller children. A section of the playground should be given a hard-surface for all-weather use."

ACTION ON RECOMMENDATION 11: The improvements listed at Franklin do not include the recommended playground equipment for smaller children, but as with other schools a number of improvements have been made which were not suggested by the 1945 survey report.

a. Constructed storm entrances at north and south doors.
b. Placed directional glass block and view-strip sash with neutralite glazing in windows.
c. Installed new oil-burning boiler with storage tank.
d. Made stoker replacement for coal-burning boiler.
e. Laid all-weather playground surfacing.
f. Installed exterior mercury vapor lighting.
g. Installed glazed tile partitions in boys' and girls' toilet rooms.
h. Installed electric freight hoist.
i. Installed playground basketball banks.
j. Constructed clay baseball diamond with backstop.
k. Installed fluorescent lighting in general office and principal's office.
l. Developed additional custodial storeroom.
m. Installed drain tile in boiler room to correct flooding by high water-table.

RECOMMENDATION 12: "The Harrison School is a good example of contrasts. About half of the plant is the oldest structure of the East Chicago schools; the other half is one of the newer additions. The main entrance, used largely by the public to the

principal's office, is through the basement of the old section. The caller in going to the principal's office must pass basement toilets and through a dingy corridor. This is an unfortunate arrangement which should be corrected by transferring the office to a classroom on the first floor of the old building, since the most widely used entrance to the school is through the old building. While the old section of the Harrison School has been reconditioned several times, it is still a substandard building. The toilets are unsatisfactory, the artificial lighting is poor, and the floors are in bad condition. Since the Harrison School has a declining enrollment, the future status of the school must be carefully studied. Because of small enrollment in the middle grades it may be desirable in a few years on account of the excessive costs of instruction to transfer the pupils of these grades to other schools and to conduct Harrison as a primary school. On the other hand it may be necessary to continue the school as a relief center for pupils transported from other districts. It might prove feasible sometime in the future to replace the old section with an addition to the new unit large enough to accommodate the number of pupils the school is expected to serve."

ACTION ON RECOMMENDATION 12: Many features at Harrison have been improved. The school continues to serve all elementary grades, although enrollments in the upper grades are still small. The list of improvements reported for the building is as follows:

a. Remodeled boys' and girls' toilet rooms in original building.
b. Resurfaced corridor on first floor in original building.
c. Installed fluorescent lighting in original building and in sight-saving room and offices (contract authorized for remaining rooms in 1955.
d. Installed all-weather Playground surfacing.
e. Provided additional fencing with gates between playground and alley.
f. Installed playground basketball banks.
g. Removed some of old cottonwood trees and replaced with new poplars.
h. Removed hazardous pole and teeter-totter steel support from playground.
i. Landscaped parkway.
k. Rewired old building.
l. Installed exterior mercury-vapor lighting.
m. Installed acoustic ceilings in kindergarten and band rooms.
n. Purchased new stoker for coal firing boiler.
o. Built new platform and stairs from corridor into boiler room.
p. Remodeled general office with new counter and univent heating and ventilating with direct exhaust to attic.
q. Provided private office for principal.
r. Developed additional supplies storage room.
s. Installed sewer in alley to drain playground.
t. Replaced sidewalk to south entrances.
u. Remodeled east and west entrances in original building with new doors.
v. Created speech therapy room in dead-end of corridor.
w. Purchased unit movable sight-saving desks.

x. Purchased chairs for band room.
y. Purchased teacher's desks - (12).
z. Purchased large formica-top tables for lunchroom.

RECOMMENDATION 13: "The Washington High School building was constructed at four different periods. As a result, a considerable range is found in the character of its building facilities. The oldest section,, which was built in 1918, presents some problems requiring attention, such as unsatisfactory lighting, poor floors, substandard toilet fixtures, and inadequate seating facilities. In this section of the building a shift in the flooring of the ground story expecially noticeable in Rooms 103, 104, and 105 requires investigation. Provision should also be made for a centrally located incinerator to facilitate the disposal of waste materials for the whole plant.

The Washington High School is lacking in certain facilities which the Roosevelt High School has, particularly an athletic field for interscholastic games. The Roosevelt, on the other hand, has no swimming pool. In the judgment of the survey staff the duplication of these special features in a school system of the size of East Chicago is not necessary. The relatively short distance between the schools is such that the sharing of special facilities is both practicable and desirable."

ACTION ON RECOMMENDATION 13: Ten years of diligent effort to modernize a large school plant like Washington High School yield a particularly impressive list of accomplishments. Not only have the original buildings been improved, but at the present time a completely new building for boys' physical education and cafeteria is under construction. This project and the conversion of the swimming pools to playing floors represent a change in thinking about special facilities at the high schools, in contrast to the recommendations of the survey. Within the past few months, the Board of Education has acted further to improve special spaces at Washington High School, by contracting to remodel the auditorium and rehabilitate the old gymnasium for girls' physical education. The complete list of modifications reported for Washington High follows:

a. Relocated, modernized, and re-equipped science laboratories.
b. Relocated, modernized, and re-equipped health suite.
c. Modernized office of girls' counselor.
d. Completely rewired original building and first addition, for fluorescent lighting fixtures.
e. Placed fluorescent fixtures in clothing laboratories and printshop.
f. Installed acoustic ceiling, except in shops and in Rooms 217, 218, 220, 222, 223, and 224.
g. Resurfaced corridors, offices, and health suite with asphalt or plastic tile.
h. Installed new stair treads with safety nosing.
i. Replaced floors in Rooms 103, 104, 105, and 131.
j. Additional art (ceramics) room with outside entrance developed.
k. Lapidary art room created in basement.
l. Rearranged and modernized existing art rooms.
m. Modern sanitary drinking fountains installed.

n. Cafeteria kitchen provided 200 amp. service and new concrete floor.
o. Cafeteria draperies purchased.
p Modernized boys' ground-floor toilet room.
q. Modernized girls' ground-floor west toilet room.
r. Modernized boys' and girls' toilet rooms on middle and top floors.
s. New weld-shop balcony constructed.
t. Increased pupil capacity in weld-shop by addition of equipment
u. Printshop refloored.
v. New ceilings in Rooms 123 and 124 installed.
w. New entrance and automatic-lift door provided for auto shop.
x. Additional storage room developed for industrial department.
y. Glass block placed in windows in principal's office.
z. Interior redecorated in various pastel colors according to natural light exposure.
aa. Swimming pools converted to playrooms.
bb. Placed glass block in 40 windows in old gymnasium.
cc. Installed exterior mercury-vapor lighting.
dd. Installed ash hoist.
ee. Installed waste incinerator.
ff. Built brick garbage receptacle.
gg. Surfaced 1950-building basement light areas.
hh. Boiler room improvements:
Replaced two boilers (Scotch Marine, oil fired), with oil storage tanks.
Reconstructed boiler feed system including receiver tank, feed pumps, and automatic water control valve.
Provided low-water cut-outs on all boilers.
Provided new vacuum pumps, new compressor, and new temperature controls.
ii. Developed maintenance work and storage room.
jj. Created building service employees' shower and toilet room.
kk. Added bookshelving in library.
ll. Purchased art easels.
mm. Purchased furniture for
Men's restroom.
Women's restrooms.
Eight classrooms (unit movable seating).
One classroom (individual tables and chairs).
Two classrooms (art stools).
Commercial classrooms (additional typing tables).
Cafeteria (sanitary-top tables and chairs).
nn. Purchased numerous folding chairs.
Sixteen teacher desks.
Twenty storage cabinets.
Metal, cushioned-seat, folding chairs for auditorium stage.
Two lecterns.
oo. New boys' physical education and cafeteria building in process of construction.

pp. Remodeling of auditorium and of old gymnasium under contract.

RECOMMENDATION 14: "The Roosevelt School presents few problems at the present time. The wood floors throughout the building have been neglected and, as a result, are greatly in need of proper maintenance care. The waiting space in the administrative office is inadequate and should be enlarged if it is possible to do so. Improvements in the facilities of the athletic field at Roosevelt must be made if this field is to continue to serve both Roosevelt and Washington High Schools. A permanent concrete grandstand with adequate dressing rooms, showers, toilets, and storage space for athletic equipment should be constructed. If other improvements with respect to playing areas are needed, they should be made when the construction of the grandstand is undertaken.

Mention has already been made of the lack of swimming facilities at Roosevelt. Since Tod Park has a good outdoor pool for summer use and Washington excellent indoor pools, it is believed by the survey staff that the construction of a swimming pool at Roosevelt is inadvisable."

ACTION ON RECOMMENDATION 14: Many fine improvements have been made at Roosevelt High School, including the extensive developments recommended for the athletic field. The complete list of improvements is as follows:

a. Relocated and remodeled general office, principal's office, and general counselors' offices.
b. Remodeled and expanded health service quarters.
c. Replaced general office counter and files.
d. Remodeled and enlarged combination physics-chemistry laboratory classroom and equipment.
e. Modernized foods laboratory classroom and equipment.
f. Remodeled cafeteria and cafeteria kitchen.
g. Replaced clock and signal system.
h. Converted study hall 258 into fine arts classroom with practice stage.
i. Installed fluorescent lighting in mechanical drawing, printing, and clothing rooms.
j. Remodeled business education rooms, Nos. 212 and 213.
k. Placed acoustic ceiling in all rooms in north wing and in business education rooms, library, and room 258.
l. Installed glazed-tile stalls in oldest boys' toilet rooms.
m. Remodeled cross-country and baseball shower and locker rooms.
n. Remodeled physical education teachers' office.
o. Installed exterior mercury-vapor lighting.
p. Provided waterproofing and reflooring in general wood shop.
q. Installed additional wrap lockers in corridor.
r. Provided toilet facilities off-stage.
s. Rebuilt electric stage panel.
t. Made additional excavation and flooring beneath auditorium for building service storerooms.
u. Boiler room improvements:
   Replaced two stokers.
   Replaced one boiler with oil-burning Scotch Marine and oil storage tank.

Provided new compressors.
Replaced floor in coal-storage area.
Installed electric coal hoist in boiler room.
Installed hoist and ramp for bilge pump.

v. Tiled playground for drainage.
w. Surfaced outdoor basketball court.
x. Built new permanent bleachers on south, west, and north sides of school field.
y. Fenced football gridiron.
z. Installed new gates and turn-stiles at school field.
aa. Built comfort building at school field.
bb. Developed social-affairs kitchen and equipment.
cc. Developed library storeroom.
dd. Installed reading laboratory facilities, 6 reading booths.
ee. Equipped woodshop work tables with 24 vises.
ff. Provided storage lockers in woodshop.
gg. Cafeteria equipped with new refrigerator, folding chairs, faculty lunchroom.
hh. Purchased furniture.
Formica-top lunch tables and chairs for cafeteria.
Special clothing laboratory lockers.
Specialized desks for art room.
Specialized typing desks.
Unit movable furniture for three classrooms.
Ten modern, metal, teacher desks.
Science demonstration table.
Specialized craft equipment.

RECOMMENDATION 15 and 16: "The sites of the East Chicago schools have been selected in the past very largely in response to community demands. Whether or not the selection has been the best that could have been made is now water below the bridge. The problem of the Board of Education at present is to make the most of these sites for the purposes for which they were selected. If any given site shows evidence of being the permanent location of a school unit of the East Chicago school system, the site should be gradually enlarged and improved if necessary and enclosed with a chain-link, woven wire fence on sides where the lives of children at play might be endangered by traffic hazards. If streets and alleys interfere with the safe use of sites, the city should cooperate with the board in its policy of improvement by closing such streets and alleys. It is to the best interests of the city as well as to the citizens who have children in the schools that school sites be adequate, well-maintained, and attractive in appearance. The responsibility for such sites rests on both the city and the Board of Education.

Playgrounds in the East Chicago schools are generally inadequate in size with the exception of those of the Roosevelt, Franklin, Columbus, Mark, and Harrison Schools. The policy of providing only small play areas has been justified on the ground that under the platoon program only small numbers of pupils use the play space at a time when playground activities are scheduled and are under the supervision of physical education instructors. Meritorious as this program is, the fact still remains that

school play space is used before and after school and at other unscheduled times for recreational purposes by children in the school community. Viewed in this light the play area of a school is a community asset for the children and should be considered as a supplement to public parks. If this broader view is taken, the Board of Education is under obligation to provide school playgrounds which meet the needs of children in the neighborhood of the schools during out-of-school hours as well as their needs during the school day.

It is recommended that the Board of Education formulate a policy of playground enlargement for the schools of the system with a view of securing contiguous property where available at reasonable costs. In case owners of needed property ask unreasonable prices the survey staff recommends that the board take the property by right of eminent domain, the price being fixed by the court. It is also recommended that a policy of improvement with respect to playground surfaces be adopted for all schools. This policy should include provisions for a more satisfactory surfacing of general play areas, the hard surfacing of a part of the play area at each school for all-weather usage where it has not already been done, and the surfacing of an area at least 60 x 60 with tanbark for use by the children of the primary grades. The best surface for a general play area is turf. If it is impossible to provide and maintain a good turf, then either toppedo sand or fine limestone screenings are recommended as the most satisfactory materials with which to surface the general play area. Coarse limestone chat and cinders are very unsatisfactory for playground surfaces."

ACTION ON RECOMMENDATIONS 15 and 16: The suggestions of the 1945 survey report in regard to site expansion have not been implemented in any major fashion. These suggestions remain as one of the major objectives still confronting the school district. The Field site has been expanded satisfactorily, and the sites at Mark and Columbus schools are probably adequate for the forseeable future. Roosevelt High School has a reasonably adequate site. Franklin school has a large site, but enrollment increases may require a still larger site. The other school centers of the city are seriously deficient and in need of major attention.

The Board of Education should authorize a long-range program of site expansion and development at permanent school centers. As rapidly as appropriate property becomes available either for purchase or for option, steps towards acquisition should be made. Gradually over the next few decades, significant improvements in school sites can be accomplished if a firm policy of acquisition is adopted and followed. An equally vigorous policy of site development must accompany the policy of acquisition if the benefits of larger sites are to be secured.

RECOMMENDATION 17: "The floors in all but the newest schools have been seriously damaged by improper maintenance care. In giving up the earlier detrimental practice of weekly scrubbing of floors and turning to periodic washing and waxing, the maintenance department has neglected to take the precautionary measure of periodic sealing of the floors to prevent damage from washing compounds and water seeping into cracks. The practice of washing and waxing is to be commended when properly done, provided, of course, that the pores of the wood have been adequately sealed to prevent deterioration from scrubbing and inefficient mopping. Unless a better policy of systematic floor care is immediately adopted, the board will be faced with floor

replacement costs of considerable magnitude in the older buildings and irreparable damage will result in the newer buildings."

ACTION ON RECOMMENDATION 17: Generally speaking, the floors of the school system are now attractive and in good repair. Proper procedures of floor care, and repair or replacement where necessary, have largely solved the floor problems which received much attention in the 1945 survey report.

RECOMMENDATION 18: "The auditoriums in all except the newer elementary schools are unattractive and in need of general improvement. If these auditoriums are effectively to accomplish their specific purposes for the pupils it is essential that the recommendations for needed improvements in the different schools be carried out as promptly as possible. The seating generally in the auditoriums of the Riley and Garfield Schools is old, unsatisfactorily sized for pupils of Grades VII to IX, and in a generally poor state of repair. The seats should be replaced as soon as possible with properly sized, modern units. The floors should be sanded, sealed, and waxed; the walls redecorated and the ceilings acoustically treated. Since the stage is the natural center of attraction in the auditorium work, special care should be taken in its renovation. All improvements should be planned with the view of contributing to the development of appreciation on the part of pupils for the auditorium arts."

ACTION ON RECOMMENDATION 18: Every public school auditorium in the city, except the auditorium at McKinley, has been improved in major respects following this recommendation of the 1945 survey. The McKinley auditorium has not received attention because of uncertainty about the future of this building.

RECOMMENDATION 19: "The fixtures for artificial lighting in most of the classrooms and corridors are decidedly substandard. In some of the schools the wiring is inadequate for the electircal current required for modern fixtures. The specific needs of the individual schools in this respect are treated in the chapter on "School Sites and Buildings." In the judgment of the survey staff this problem should receive early consideration in the program of internal building improvements if the best interests of pupils and teachers are to be served. It is, therefore, recommended that modern fixtures be installed in place of the old lighting equipment and that the buildings with defective and unsatisfactory wiring be rewired as soon as material supplies and funds will permit."

ACTION ON RECOMMENDATION 19: Replacement of artificial lighting fixtures, and in several instances replacement of the electrical wiring, has been reported for many of the school buildings. Most of the buildings have been completely relighted with flourescent fixtures. Except for Roosevelt which has been partially done, only McKinley, where large expenditures have been avoided, and Franklin remain with old artificial fixtures.

Daylighting, also, has been improved in many classrooms. Glass blocks have been installed in the upper portion of many windows, and low-transmission glass has been installed in the vision panels of a few classrooms. These improvements are all commendable.

RECOMMENDATION 20: The seats and desks in the classrooms of a number of the buildings are of the out-of-date, stationary type. Most of the desks are badly marked

and in need of repair. In view of the fact that this type of seating equipment gives little consideration to pupil comfort or to the informal classroom arrangement usually associated with modern educational practice, these seats should be replaced with new, movable, and adjustable units that can be adjusted to meet the physical needs of the pupils. It may be advisable to repair and thoroughly refinish some of the old desks for temporary use until new units can be obtained, However, there is general agreement among the members of the survey staff that the most desirable and economical solution to this seating problem is the gradual replacement of the old equipment with new units rather than the expenditure of school funds on the repair and improvement of seating equipment already outmoded.

ACTION ON RECOMMENDATION 20: Quite properly, the replacement of furniture in classrooms has been delayed while more urgent remodelling projects were being completed. Some purchasing of furniture has now been started, and more new furniture is replacing the old each year. The new Field School is completely equipped with new furniture, and there are some new desks in each of the other buildings except Mark. The modernization of school furniture may be expected to proceed quite rapidly in the next few years.

CHAPTER III

NEXT OBJECTIVES FOR SCHOOL FACILITIES

In examining school buildings and sites, and in making plans for the future of those buildings and sites, it is well to have in mind standards and principles of excellence. With school buildings and sites, as with anything else, there are standards and principles which distinguish good from bad facilities, which indicate weaknesses and strengths, which tell of improvements needed. It is the purpose of this chapter to list, briefly, a number of the more important of these standards and principles. Later chapters will discuss the achievement of these norms for the East Chicago Public Schools. Probably no two persons would make exactly the same lists of standards and principles, but the following list will be widely accepted among educators and will in any case indicate the premises of this report.

I. Grade level organization. The "reorganized" pattern of grade-level division, which provides for elementary schools, junior high schools, and senior high schools, is superior to the conventional pattern of 8-grade elementary schools and 4-year high schools. Several types of reorganized patterns are possible, the "6-3-3" division of grades being most widely accepted.[1]

II. Distances served by school buildings. "The following distances are considered as reasonable maximums for pupils walking to school: elementary schools, 3/4 of a mile; junior high schools, 1-1/2 miles; and senior high schools, 2 miles.[2]

There are many ways of measuring the distances served by a school in accordance with these widely accepted standards. Actual measurement on an automobile speedometer of the distances from homes to school are of course the best final test of distances served. For survey purposes it is customary to draw circles on a map around school building locations, using radii of 1/2 mile, 1-1/4 mile, and 1-3/4 mile for elementary, junior high, and senior high schools. Students traveling to school over typical city streets from points within these circles will seldom exceed the standard distances.

III. Optimum enrollment for schools. Although there has been some research done in an effort to discover the optimum enrollments for individual school buildings, much uncertainty remains as to the optimum enrollments. Best guesses at the present time, based on the available research, give the following optimums:

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[1] Koos, Leonard V., Junior High School Trends. New York: Harper and Brothers, 1955. pp. x + 171.

[2] Research and Publications Committee, National Council on Schoolhouse Construction, Guide for Planning School Plants, p. 25. Nashville: Peabody College, 1953.

For elementary schools: two classes in each grade, kindergarten through six. Hence, at 30 pupils per teacher, a total of about 420 pupils. At this enrollment, maximum efficiency under widely accepted scheduling procedures will be achieved in the full use of a school building. Excellent education can be provided with some loss in efficiency in the use of a building, for smaller enrollments down to 210 pupils. Larger schools, above 420 pupils are likely to be less personal and less understandable for the child, but schools with even numbers of sections are likely to be economical and effieient. Hence, enrollments at 30 pupils per class of approximately 420 pupils, 840 pupils, and 1260 pupils have some justification.

For junior high schools: not less than 180 pupils and probably more up to a maximum of 1500. With deference to the immaturity of junior high school youth, it is probably better to keep on the low side of this range - say between 240 and 800.[1]

For senior high schools: between 800 and 1500 pupils. Smaller schools cannot offer the variety of educational experiences, and are likely to have higher unit costs. Larger schools appear to offer neither increased economy nor increased educational opportunity. It seems probable that larger schools, even for the relatively mature senior high school youth, lose a measure of personal sensitivity and consideration.[2]

IV. Size of school site. "For elementary schools, it is suggested that there be provided a maximum site of 5 acres plus an additional acre for each 100 pupils of predicted ultimate maximum enrollment. Thus, an elementary school of 200 pupils should have a site of 7 acres."

"For junior and senior high schools, it is suggested that there be provided a minimum site of 10 acres plus an additional acre for each 100 pupils of predicted ultimate maximum enrollment. Thus, a high school of 500 pupils would have a site of 15 acres."[3]

"Minimum size for an elementary school of 200 or less pupils is seven (7) acres plus an additional acre for each additional one hundred (100) pupils enrolled or major fraction thereof."

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1 Cooper, Dan H. and Peterson, Orville E., Schools for Young Adolescents, p. 80. Chicago: Superintendents Study Club, 1949.

2 Cooper, Dan H. and others, "Review of Research on Optimum High School Enrollments," Survey of Public School Buildings and Sites, Council Bluffs, Iowa, 1954. Unpublished.

3 Research and Publications Committee, National Council on Schoolhouse Construction, Guide for Planning School Plants, pp. 26-27. Nashville: Peabody College, 1953.

"Minimum size for a high school of 300 or less pupils or for a combined elementary and high school is twelve (12) acres plus an additional acre for each additional one hundred (100) pupils enrolled, or a major fraction thereof."[1]

These standards may seem somewhat high, particularly for a densely populated area like East Chicago. The other extreme, however, of extremely small school sites as now provided in East Chicago, is clearly a greater evil. In a city where exuberant industrial development absorbs space as a sponge takes up water, it is well to keep in mind that people for whom in the end all material things exist require space also for their development and happiness. The high cost of valuable land is a poor argument for compressing people. There may be land which is top valuable for human habitation, but if habitation is permissable at all (and particularly if it is permissable for children) then space for superior human development and happiness seems to be a clear moral obligation of responsible officials.

V. Development of school sites. School sites of recommended size are of little value unless the large areas which are provided are used. A common defect among public school systems at the present time is the inadequate development of sites, particularly for elementary schools. Junior and senior high school sites generally receive reasonably adequate treatment. A fully developed elementary school site may be expected to include areas for the following purposes.

- separate kindergarten play area for apparatus, wheel toys, games
- separate lower grade apparatus area
- separate upper grade apparatus area
- grass surface playing fields for boys (number depends on enrollment)
- grass surface playing fields for girls (number depends on enrollment)
- areas and apparatus for creative play
- hard-surface area for court games (basketball, volleyball, handball) and for skating
- plantings (trees, shrubs, flowers) for instructional purposes
- outdoor areas for instructional purposes (for bird feeders, rain guages, bees, animals)
- screen plantings and fences for safety and aesthetics
- landscaping
- bicycle racks

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[1] State of Indiana, Department of Public Instruction, Commission on General Education of of the Indiana State Board of Education, Revised Rules A-1 to V-2, (issued October, 1955), p. 10.

- automobile parking (for staff, parents)
- bells, clocks, drinking fountains, accessible toilets and equipment lockers

VI. Physical comfort. Any school building is expected to provide a physically comfortable environoment for pupils and adults, including adequate quantity and quality of lighting, sound control, comfortable heating and ventilation, and cleanliness. Desk level classroom lighting should provide a maintained minimum level of 20 to 30 foot candles of light, with brightness contrast held within carefully specified limits.[1] Heating and ventventilating standards as established by Indiana state regulations should be met.

VII. Flexibility and expansibility. Because instructional programs are constantly changing, the most urgent design requirement for new school buildings is internal flexibility. Internal flexibility. Internal flexibility means the possibility of moving internal walls to meet different educational requirements, without sacrificing standards of lighting, heating, sound control, and the like. Expansibility is somewhat less essential, but is nevertheless highly desirable. Flexibility and expansibility are both more clearly important for secondary schools than for elementary schools.

VIII. Safety. The most elemental requirement of a school building is that it be structurally safe and free from any acute fire hazard, Other hazards, notably from falling or from collisions, should be minimized.

IX. One story design. Partly because of the greater possibilities of flexibility and expansibility; partly because of other reasons such as the greater usefulness for crippled children and for older adults, the one-story building is probably superior to multi-story buildings in almost all school situations. Existing multi-story buildings, otherwise satisfactory, are not of course to be considered undesirable on this count alone. Many wise educators still prefer multi-story buildings, but one-story design appears to be gaining in favor.

X. Aesthetic appeal. A school, of all places in a community, should if possible be made into a thing of beauty. Here at the school, where society intends to teach each child about the better things in life, the environment should demonstrate the the ideals toward which the child is expected to move.

XI. Coordination with other agencies. School buildings and sites should be developed with due regard for the possibilities of

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[1] Illuminating Engineering Society and American Institute of Architects. The American Standard Practice for School Lighting; and Research and Publication Committee, National Council on Schoolhouse Construction, Guide for Planning School Plants, pp. 152-169. Nashville: Peabody Colege, 1953

- custodial facilities (work closets, storage, heating and ventilating area, desk area, toilet and shower)

coordination with community development groups, with the zoning authorities, with the public libraries, and with the public parks. Coordination of school sites with parks is a particularly fruitful opportunity for increasing the efficiency of both the school and the park properties.

XII. Instructional spaces in school buildings. A school building should have the spaces which the instructional program requires for its fulfillment. Since there are differences in the instructional programs of different schools, it is impossible to generalize about the spaces to be provided in all schools. The principle to be followed here is that a school building should be adequate to serve its educational program.

There are many similarities, however, among school programs. It is possible therefore to illustrate the spaces needed, using elementary schools as the example, to serve a typical good instructional program. Similar lists can be prepared for junior or senior high schools, and such lists are useful although more complicated. The following is a space list for one type of superior elementary school program. The wide range of specialized spaces should be noted.

- classrooms, at 735 to 875 square feet exclusive of lockers, or toilet areas per 30 pupils[1]
- kindergarten room
- physical education room (playroom)
- speech assembly room (not in playroom)
- speech therapy and remedial counseling rooms
- instrumental music lesson rooms (assembly room may be used)
- library-audio-visual storage room
- food service facilities, when lunches are served (any one of several arrangements acceptable)
- health service facilities
- pupil toilets (several arrangements possible)
- office suite (reception room, principal's office, staff work room, storage room, fire-proof vault)
- staff toilets

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[1] State of Indiana, Department of Public Instruction, Commission on General Education of the Indiana State Board of Education, Revised Rules A-1 to V-2, (issued October, 1955), p. 8.

XIII. Assumptions about the Educational Program. The adequacy of a school building and site, or the future prospects for the facility, can only be determined for some particular educational program. A building which serves one educational program well not be adequate for a different program.

A valid set of assumptions about the future educational program of East Chicago seems to include the following points:

1. The educational program seems likely to begin with kindergarten and end with grade twelve. The development of extension centers by both Indiana University and Purdue University in the vicinity seems likely to prevent the development of a junior college program. Grades below kindergarten may develop in the future, but this innovation is not heralded at the present time.

2. Adult education, and other educational features often associated with the "community" school, seem likely to expand. The East Chicago schools already have some evidences of these types of services (e.g., evening classes for adults, the public library located in the Field School). The trend of contemporary society, particularly in a city such as East Chicago, is likely to favor the development of adult and other "community" educational services.

3. Recreational services, both for youth and adults, seem likely to expand beyond the already extensive recreational use of East Chicago school buildings. For youth in a densely populated urban area, increased recreational services are likely to include some form of a "back to nature" movement. School camps, school swimming, and school grounds designed to become as important as the present organized game activity.

4. The East Chicago school system does not generally follow the widely used "self-contained" plan of elementary school instruction, by which one teacher teaches all subjects to one group of pupils. In an effort to develop a superior program, instruction in the upper grades of the elementary schools in East Chicago has been departmentalized. Special teachers and separate rooms are provided in reading, mathematics, science, language, writing, spelling, social studies, physical education, music, and art. Whether the "self-contained" or the departmentalized method of teaching is superior probably need

not concern us here. Standard classrooms which can be used under either plan of instruction are probably desirable. There might be some advantage for the departmentalized classes if especially designed classrooms were available to such subjects as science, music, and art. However, modern self-contained classrooms will serve most of the requirements of elementary school departmentalization, and will permit greater flexibility in program planning.

5. The junior high school program in East Chicago is associated with the senior high school program. All instruction is organized on a departmentalized basis. It is probably safe to assume that junior high school instruction in the city will continue to be largely departmentalized. If core curriculum programs emerge at some future time, present events do not foretell the development. The extensive departmentalization even in the elementary grades probably indicates a tendency to view negatively the core type of instruction.

   Junior high school programs are likely therefore to require departmental rooms for academic subjects, general science, art, music, industrial arts, home economics, and physical education. Libraries and audio-visual facilities, guidance areas, remedial rooms, and assembly rooms will be needed to serve the educational program.

6. The senior high schools of East Chicago have developed as comprehensive schools. No attempt has been made to develop specialty schools in the city. At both Washington and Roosevelt, the constant trend has been towards a full array of courses - classical, scientific, shop, commercial, creative, and general.

CHAPTER IV

ESTIMATES OF FUTURE ENROLLMENT OF THE PUBLIC SCHOOLS OF EAST CHICAGO

The planning of the future educational program of East Chicago must be based, in part, upon an estimate of the size of the task to be done. One dimension of this task is the number to be educated. No formula exists that can be applied to provide the needed information. However, certain trends are clearly defined and it is possible to arrive at estimates upon assumptions that appear reasonable to informed persons.

Factors Influencing School Enrollment

The number of children eligible to attend the public schools of East Chicago will increase during the next several years. A part of this increase may result from the movement of population into the city. But any increase attributable to in-migration will most likely be extremely small as compared with the increase which will result from the replacement, as time passes, of the relatively small older age groups of children and youth by the disproportionately large number of younger children who are, for the most part, already born and residing in the city.

The number enrolled in public schools will be in the future, as it has been in the past, the difference between (1) the number of children eligible to attend such schools, and (2) the number attending parochial schools or not attending school at all. In East Chicago the number of non-attenders is insignificant except in the case of youth over 16 years of age.

The amount of retardation and acceleration found within the public schools may also affect the total enrollment and will certainly affect the grade distribution of that enrollment.

Assumptions Upon Which the Estimates Are Based

Estimates of the future enrollment of the public schools must be based, therefore, upon assumptions that, in some way, take into account the size of the population of school age, the number and age distribution of pre-school children, the movement of population into and out of the city, the drawing power of the parochial schools, the amount of retardation and acceleration, and other important factors that affect enrollment.

The assumptions upon which the estimates presented in Table I and II are based do, in some measure, take all of the forementioned factors into account. They are as follows:

1. The movement of children into and out of the city will follow the trend that characterized the period, 1950/51-1954/55 but the rate of in-migration will gradually decline by small amounts to 1960.

2. The pattern of retardation and acceleration will remain very much as it was during the same period.[1]

3. The trend of parochial-school enrollment will continue to be very much as it has been during the last few years, i.e., about the same percentage of the children will attend public-school kindergarten, first grade, etc. as in the past.[1]

4. The number of children entering kindergarten will be related to the number of children born to East Chicago parents five years earlier, i.e., if 200 more children were born in 1952 than in 1949, the kindergarten class of 1957 should be some larger but, of course, not 200 larger than the kindergarten class of 1954.[2]

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[1] The effect of the parochial school plus the effect of retardation and acceleration (plus also a measure of the effect of in and out migration) is measured, in part, by the grade-to-grade increase as indicated by the per cents that enrollments of the individual grades were of the enrollments of preceding grades of the immediately preceding year. The per cents (average for the four-year period, 1950-51-1954-55) were as follows; K-1, 138.0; 1-2, 63.8; 2-3, 97.2; 3-4, 96.6; 4-5, 96.9; 5-6, 98.3; 6-7, 101.4; 7-8, 93.9; 8-9. 121.2; 9-10, 91.0; 10-11, 79.7; 11-12, 86.3. That is, the first grade enrollment for a particular year was on the average 138 per cent of the enrollment of the kindergarten of the preceding year. Since expansion from migration into the area might tend to inflate the kindergarten to first grade increase, the 138 was reduced by equal steps to 132 (in 1960) to allow for a falling off in the net gain from migration.

[2] The following table shows (1) the number of children born each year, 1940-1955, (2) the number (1945-1954) and the estimated number (1955-1960) to children entering kindergarten each year, and (3) the per cents (1945-1954) and estimated per cents (1955-1960) that kindergarten enrollments were from 1945 to 1954 and will be (it is assumed) from 1955 to 1969.

Born Babies to East Chicago Parents		Kindergarten Enrollment, 1945-46 1954-55, and Estimated Enrollment, 1955-56-1960-61		Per cent that Enrollments and Estimated Enrollments are of Number Born 5 years Earlier
Year	Number	Year	Number	
1940	985	1945-46	608	61.7
1941	1035	1946-47	658	63.6
1942	1212	1947-48	717	59.2
1943	1104	1948-49	661	59.9
1944	982	1949-50	642	65.4
1945	908	1950-51	611	67.3
1946	1200	1951-52	768	64.0
1947	1232	1952-53	873	70.9
1948	1204	1953-54	912	75.7
1949	1312	1954-55	1019	77.7
1950	1312	1955-56	1019	77.7
1951	1385	1956-57	1057	76.3
1952	1524	1957-58	1110	72.2
1953	1509	1958-59	1087	72.0
1954	1543	1959-60	1079	69.9
1955 Est.	1400	1960-61	1000	71.4

The number of babies over the number born in 1949 (1312) and 1950 (1312) was for 1951, 105.6 per cent; 1952, 116.2 per cent; 1953, 115.0 per cent; 1954, 117.6 per cent; and 1955 (est.), 103.8 per cent.

It would seem reasonable to assume that kindergarten enrollment will increase in direct proportion to the number of babies born five years earlier. However, to be on the conservative side, it was assumed that the increase in enrollment would be at a lesser rate (3.7 in 1956, 9.0 in 1957, 6.7 in 1958 5.9 in 1959, and 1.3 in 1960). These are 6/9, 5/9, 4/9, 3/9, and 3/9 respectively of the expected rates.

5. The number of ungraded pupils will increase in direct proportion to the total elementary-school enrollment.

Estimates of Total City-Wide Elementary and High School Enrollments

According to the estimates presented in Table I, the public elementary-school (kindergarten through sixth grade) enrollment, for the city as a whole, will increase from 5259 in 1954-55 to about 5612 in 1955-56 (a gain of 353), to approximately 5900 in 1956-57, to about 6550 in 1958-59, and thereafter at a declining rate to about 6750 in 1960-61.[1] After the latter date, the enrollment may slowly decline to become stabilized at a somewhat lower level. If all of the city's ungraded children were added, the totals would be increased from 121 in 1954-55 to about 180 in 1959-60.

The estimated increases in the total enrollment reflect the fact that the number of children born to East Chicago parents increased from 1312 in 1950 to 1543 in 1954, but the major portions of the increases result from the movement of the present relatively large classes of lower-grade children through the school.

The high-school (grades 7-12) enrollment, according to the estimates, (see Table II), will increase slowly from 2895 in 1954-55 to about 3200 in 1959-60, and thereafter more rapidly to more than 4200 in 1963-64. This rapid growth will take place, not only in East Chicago but throughout the nation. The Office of Education of the United States has presented evidence to show that for each seven high-school pupils in 1954, there will be twelve in 1963. This estimate is quite independent of future birth rates. The children are already born.

Reasons why the Estimates of Total Enrollment May Need to be Revised

The estimates presented in Tables I and II as in the case of all estimates of future population, need to be constantly reviewed and revised as now evidence becomes available. Since it is believed that the estimates presented in this report are on the conservative side, any revision that becomes necessary will probably be upward. The need for revision may arise from several reasons.

Close Relation between Birth Rate and School Enrollment.

The assumption that kindergarten enrollments will increase much less rapidly than did the birth rate between 1950 and 1954 can only be valid if (1) a smaller percentage of five-year olds attend kindergarten, (2) more pre-school children leave

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[1] A second series of estimates was prepared on the basis of much the same assumptions presented above except that number 4 was omitted and another substituted for it. It was noted that the annual increase of enrollment in the kindergarten has been decreasing. The gain from 1950-51 to 1951-52 was 25.7 per cent; for the next year it was 13.5 per cent; and for the next two years the average increase was 8.2 per cent (4.5 for 1952-53--1953-54, 11.7 per cent for 1953-54--1954-55). On the basis of these facts, it was assumed that the increase for 1954-55--1955-56 would be 4 per cent etc. This set of estimates is not presented in the report but is on file in the Superintendent's Office. The major difference between it and the one presented is that it shows about 40 more kindergarteners next year and about 100 more first graders in 1956-57.

TABLE I

ENROLLMENT, 1950/51-1954/55, AND ESTIMATED ENROLLMENT, 1955/56-1963/64, OF THE ELEMENTARY SCHOOLS (K-6 AND UNGRADED) OF EAST CHICAGO

Year	Grade							Total K - 6	Ungraded	Total K - 6 and Ungraded
	K	1	2	3	4	5	6			
1950/51	611	876	587	588	561	504	487	4214	129	4343
1951/52	768	858	590	552	556	538	494	4356	137	4493
1952/53	873	1047	530	590	550	538	524	4652	108	4760
1953/54	912	1184	709	540	570	537	539	4991	132	5123
1954/55	1019	1276	701	667	517	555	524	5259	121	5380
1955/56	1019	1396	825	681	644	501	546	5612	150	5762
1956/57	1057	1386	891	791	658	624	492	5899	157	6056
1957/58	1110	1427	884	866	764	638	613	6302	168	6470
1958/59	1087	1487	910	859	837	740	627	6547	175	6722
1959/60	1079	1446	949	885	830	811	727	6727	180	6907
1960/61	1032	1424	923	922	855	804	797	6757	180	6937
1961/62	1032	1362	909	897	891	828	790	6709	179	6888
1962/63	1032	1362	869	884	867	870	814	6697	179	6876
1963/64	1032	1362	869	845	854	840	855	6657	178	6835

TABLE II

ENROLLMENT, 1950/51-1954/55, AND ESTIMATED ENROLLMENT, 1955/56-1963/64, OF THE HIGH SCHOOLS (GRADES 7-12) OF EAST CHICAGO

Year	Grade						Total 7 - 12	Total K - 12
	7	8	9	10	11	12		
1950/51	498	466	535	478	391	332	2700	7043
1951/52	493	468	570	491	387	337	2746	7239
1952/53	492	489	533	514	377	340	2745	7505
1953/54	534	453	601	489	404	327	2808	7931
1954/55	554	483	570	543	403	342	2895	8275
1955/56	531	520	585	519	433	348	2936	8698
1956/57	554	499	630	532	414	374	3003	9059
1957/58	499	520	605	573	424	357	2978	9448
1958/59	622	469	630	551	457	366	3095	9817
1959/60	636	584	568	573	439	394	3194	10101
1960/61	737	597	708	517	457	379	3395	10332
1961/62	808	692	724	644	412	394	3674	10562
1962/63	801	759	839	659	513	356	3927	10803
1963/64	825	752	920	763	525	443	4228	11063

percentage of five-year olds attend kindergarten, (2) more pre-school children leave the city than move into it, or (3) parochial or private schools establish and maintain kindergartens for an increasing number of children. There is no special reason to believe than any one of the conditions will exist. If such is the case, the estimates are too low.

Nature of In and Out Migration

Two important population groups have been rapidly increasing in size. Between 1951 and 1954, the number of children of Spanish-American descent enrolled in the schools increased from 1151 to 1868, an increase of 62 percent. During this period, the number of Negro children enrolled increased from 2123 to 2779 an increase of 31 per cent. During this same period the number enrolled belonging to other racial and national groups actually declined (121 less in 1954).[1] This probably means that Spanish-American and Negro families are displacing families of other racial groups. If this is true and if the newly arrived families are younger or have more children than those families which they replace, the increase in the number of new students, particularly at the kindergarten and lower-grade level, may continue for some time. Some evidence that younger families may have been moving into the city is seen in the rapid increase since 1950 of the number of babies born to East Chicago families. This trend may have been arrested. (See footnote, p.39) If the lower 1955 rate of babies born does not represent a trend but only a fluctuation in a trend, the estimates of enrollment are too low.

Parochial Schools

Parochial schools have always carried a large share of East Chicago's educational burden. However, at least until recent years, the trend of parochial-school enrollment was downward. Between 1928 and 1943 the enrollment in parochial schools declined from 4150 to 2124. During this same period, the public elementary-school (K-6) enrollment also declined but only from 5405 to 4513, and the high school (7-12) enrollment actually increased over the period. Between 1931 and 1943, the public elementary-school and high-school enrollments declined 17.6 and 7.6 per cents respectively. During these same years the parochial-school enrollment decreased 41.6 per cent.

Enrollments of both public and parochial schools have increased during the last decade. The present public elementary-school enrollment now approximates its earlier high. The parochial-school enrollment, although gaining, has not yet attained, in spite of the addition of two new schools, the peak it reached in the late twenties and early thirties. In 1928-29, a third of the children enrolled in East Chicago schools (4150 of 12,481) were in parochial schools. Today, the fraction is nearer one-fourth. See Table 11.

However, it should be noted that since 1943, the parochial school enrollment has increased 29.2 per cent (from 2124 to 2837) as compared with 19.2 per cent (from 4513 to 5380) for that of the public elementary school. This apparent reversal of

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[1] "Enrollment, 11-23-54, According to Cultural Descent," from Migratory Status and Cultural Descent Survey, May, 1951. Prepared by the Office of the Superintendent, East Chicago Public Schools, November 30, 1954.

TABLE III

ENROLLMENT OF PUBLIC AND PAROCHIAL SCHOOLS OF EAST CHICAGO FOR SELECTED YEARS, 1925/26-1954/55

Year	Public			Parochial	Total Public and Parochial	Per Cent Parochial
	K - 6	7 - 12	Total			
1925/26	5524	1947	7471	3635	11,106	32.7
1928/29	5405	2926	8331	4150	12,481	33.5
1931/32	5776*	3881	9657	3635	13,292	27.3
1934/35	5227	4359	9586	3036	12,622	24.1
1937/38	5226	4434	9660	2688	12,368	21.7
1940/41	4679	4458	9137	2288	11,425	20.0
1943/44	4513	3587	8100	2124	10,224	20.7
1953/54	5123	2808	7931	2793	10,724	26.0
1954/55	5380	2895	8275	2837	11,112	25.5

*Includes 298 under 5.

the trend may be attributable to the fact that parochial school enrollments of 1945, not yet recovered from that low. It may represent nothing more than a fluctuation in the trend but it is of such magnitude as to deserve continued attention.

The estimates presented in Tables I and II are based upon the assumption that parochial-school enrollments will continue to increase in absolute numbers and that they will not decline relatively. If they do decline in relative importance as they did for a long period of years, the enrollment of the public school may be increased by, at least, a part of the parochial school's loss.

Economic Conditions

The estimates presented in Tables I and II were based on the assumption that the influence of economic conditions upon enrollment would continue to be about what it has been since 1950. A recession has resulted, in the past, in the increased high-school enrollments in many cities. Such might or might not be the case in

East Chicago. A severe economic depression would no doubt cause the highly mobile part of the population to leave the city in numbers and thus reduce school enrollment.

But short of a long drawn out and severe economic depression or other catastrophic occurrences, enrollments will increase for years and probably at a more rapid rate than indicated by the estimates presented in this report.

Estimated Elementary Enrollment by Sections of the City

Estimates of enrollment are presented for the elementary schools, K-6, of the West Side (Columbus, Harrison, McKinley, Garfield, and Mark), and of the East Side (Field, Franklin, Lincoln, Riley, Washington Elementary), in Tables IV and V respectively.

The estimates are based upon what appear to be conservative assumptions.

Assumptions

1. It was assumed that the number of children entering school during the next few years will reflect the fact that there was an annual increase in the number of babies born to East Chicago parents since 1950 (see footnote, page 3). However, the rate of increase over 1950 enrollments, it was assumed, would be only from 2/3 to 1/3 as great as the rate of increase of births over the 1950 number.

2. It was assumed that the grade-to-grade increase or decrease will be the same as it was during the period, 1951/52-1954/55, e.g. if the fourth grade of one year was on the average only 97.8 per cent as large as the third grade of the preceding year, it was assumed that this relationship would hold and that furture fourth-grade enrollments would be only 97.8 per cent as large as the enrollments of third-grade classes of the immediately preceding years.[1] To correct for possible falling off of increase attributable to a declining in-migration, the per cents of kindergarten to first grade change were gradually reduced to 1960.

3. It was assumed that parochial schools will play no greater or lesser part in the education of the city's children than was indicated by the trend of the last few years. The building of a new parochial school before 1959 might invalidate this assumption.

4. It was assumed that there will be no large or sudden movements of population into the city. The estimates are based upon an assumption of a retardation in the rate of the city's growth.

Estimates

Estimates of enrollment for the different geographical divisions are likely to be in relatively greater error than are those for the city as a whole. The future enrollments of these divisions will be determined not only by factors influencing

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[1] The percents of decrease or increase were corrected slightly in the light of any pronounced trends of the las two years. This generally had the effect of reducing the estimates. For details see work sheets on file in the Office of the Superintendent.

TABLE IV

ENROLLMENT, 1950/51-1954/55, AND ESTIMATED ENROLLMENT, 1955/56-1960/61, OF THE SCHOOLS OF THE WEST SIDE, KINDERGARTEN THROUGH GRADE 6

(Ungraded omitted)

Year	Grade							Total	Total
	K	1	2	3	4	5	6	1 - 6	K - 6
1950/51	263	283	176	194	213	190	164	1220	1483
1951/52	314	301	197	191	188	219	182	1278	1592
1952/53	320	365	188	210	194	179	209	1345	1665
1953/54	349	399	276	194	215	202	185	1471	1820
1954/55	401	443	250	254	195	215	205	1562	1963
1955/56	401	472	298	248	254	194	218	1684	2085
1956/57	410	471	319	295	247	251	196	1779	2189
1957/58	430	479	318	315	295	246	254	1907	2337
1958/59	421	500	323	314	315	293	250	1995	2416
1959/60	417	488	338	319	314	313	296	2068	2485
1960/61	401	483	330	334	319	312	317	2095	2496

TABLE V

ENROLLMENT, 1950/51-1954/55, AND ESTIMATED ENROLLMENT, 1954/55-1960/61, OF THE SCHOOLS OF THE EAST SIDE, KINDERGARTEN THROUGH GRADE 6
(Ungraded omitted)

Year	Grade							Total	Total
	K	1	2	3	4	5	6	1 - 6	K - 6
1950/51	348	593	411	394	348	314	323	2383	2731
1951/52	454	557	393	361	368	319	312	2310	2764
1952/53	553	682	342	386	346	359	315	2430	2983
1953/54	563	786	434	347	354	337	356	2614	3177
1954/55	618	833	451	413	322	340	319	2678	3296
1955/56	618	917	505	442	386	312	332	2894	3512
1956/57	641	912	556	495	413	374	304	3054	3695
1957/58	674	939	553	545	462	401	365	3265	3939
1958/59	659	981	569	542	509	448	391	3440	4099
1959/60	654	952	594	558	506	494	437	3541	4195
1960/61	626	938	577	582	521	491	482	3591	4217

the size and age distribution of the total city population, but also by factors which may influence only the distribution of population within the city. One division may gain enrollment at the expense of another one without affecting the total for the city.

The West Side.--The enrollment (K-6, ungraded omitted) of the elementary schools (Columbus, Harrison, McKinley, Mark, and Garfield) will increase, according to the estimates, from 1963 in 1954-55 to nearly 2100 in 1956-57. The gains for the next two years will be about 100 and 150 respectively.[1] By 1959-60, the enrollment will be approximately 27 per cent larger than at present. It should be noted that most of this estimated increase may be accounted for by children already attending school in the area.

The East Side.--The enrollment (K - 6) of the elementary schools (Field, Franklin, Lincoln, Riley, and Washington Elementary) will increase, according to the estimates from 3296 in 1954-55 to approximately 3939 in 1957-58, and thereafter at a slowing rate to about 4200 in 1959-60. The enrollment in 1959-60 will be about 31 per cent higher than at the present time. This amount of increase must be approximated unless numbers of children now residing in the area move out of it an are not replaced by newcomers. The West Side enrollment appears to be growing at a more rapid rate than that of the East Side. This same trend is found when Garfield is omitted from the West Side. This trend may not be a sustained one but it is, at present, unmistakable and large enough to warrant continued study.

Estimates of Individual Elementary-School Attendance Areas

Primarily, for purposes of checking, estimates of the future enrollments of the individual schools (enrollment of children residing in attendance areas as presently described) were prepared. These estimates are presented in Tables VI to XIV.

In general, the assumptions upon which the estimates are based are similar to those used in estimating the enrollments of the East-Side and West-Side schools.

Again, it should be pointed out that estimates of enrollment for small areas can be thrown off not only by the failure to weigh accurately the influence of factors which operate over the entire city, but also by events which may be particularly influential in smaller local areas, e.g., land clearance, housing projects, zoning ordinances, or more specifically, the activities of the Purdue-Calumet Development Foundation.

McKinley and the Roxana Addition

The Roxana addition, a part of the McKinley attendance district, presents a

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[1] Separate estimates were computed for (1) the West Side Schools with Garfield omitted and (2) Garfield. The two sets of estimates were then combined to form the estimates for the entire West Side.

[2] Since the enrollments of some schools are small and accidental factors may affect the rate of grade-to-grade increase for a year or two, these rates were corrected by averaging them with corresponding rates for the entire city. The 1955-56 estimates were also corrected to reflect the May pre-registration figures.

serious problem. The report of the recent census of children of the area reveals something of the nature of this problem.[1]

It appears that the addition which would form a natural attendance district if it had a larger population will not, in the foreseeable future, contain enough children to warrant the building of a complete elementary school. On the other hand, the desirability of decreasing travel distance, particularly for very young children cannot be overlooked.

In 1954-55, there were 29 children in the area attending kindergarten and six children of kindergarten age not attending school. Three of the 29 were enrolled in parochial schools; five belonged to families who will be dispossessed by the toll road, and the parents of only one of these five have not stated an intention of leaving the city.

The number of children now living in the area who will become eligible to attend the kindergarten during the next few years is as follows: 35 in 1955-56. 33 in 1956-57, 42 in 1957-58, 43 in 1958-59, and 38 in 1959-60. Estimates of future public kindergarten enrollments must take into account several considerations.

1. The possibility that future building will offset or more than offset the loss caused by the construction of the toll road.

2. The possibility that some of the children who under present circumstances would not attend kindergarten will do so if a kindergarten is established in the neighborhood.

3. The possibility that some of the children who under present circumstances would attend parochial kindergarten will attend a public kindergarten located in the community.

4. The possibility that present families will remain thus reducing, in time, the number of very young children, or the greater possibility that younger families will tend continually to replace older inhabitants.

Balancing these factors as best one can, it appears that if a kindergarten is established in the Addition, the enrollment will run between 25 to 35 (perhaps larger) during the next few years. It is reasonable to expect that the number of five-year olds in the area will continue, for an indefinite period, to be large enough to justify and make desirable the establishment of a kindergarten in the neighborhood.

The case for the opening of first and second-grade classes in the area seems to be clear. It is true that at present only about one-third of the school children (grades 1-6) living in the area attend public schools but even so there are, at present, twenty first and second graders attending such schools. A public primary school in the Addition would very likely enroll some children who, in the absence of such a school, would attend parochial schools. It appears entirely reasonable to believe that for years to come, a public school in the district will enroll from 12

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[1] "Roxana Addition Census," East Chicago Public Schools, March, 1955.

to 18 (possibly more) children in grade one and as many in the second grade. It appears both feasible and desirable to provide for these young children in the community.

A good argument can be made for the establishment of a third grade in the district. To begin with, there will probably be enough children in the first three grades to justify setting up two rooms. The presence of three grades makes for greater flexibility of educational arrangements. It is easier to adjust for excessively large enrollments in a particular grade in particular years. The addition of the third grade would make a complete primary school. All and all, it appears that provision should also be made for the third grade.

It does not appear practicable, at least at the present time, to provide facilities in the neighborhood for children above the third grade. These children are old enough to make the trip to McKinley or to a parochial school. It is even likely that some children who attend grades 1, 2, and 3 in the neighborhood public primary school will transfer to parochial school at the beginning of the fourth grade. For this and other reasons, the number that might, if provided for, continue on in the local public school after grade 3 would be smaller, perhaps much smaller, than the enrollment of any of the first three grades. If the enrollment in the first three is smaller than expected during the first year or two and if the fourth grade at McKinley is crowded, a fourth grade might be organized in the new school. However, it would be difficult to transfer this grade back to McKinley at a later date. There are also sound educational reasons for introducing the fourth, fifth, and sixth grades into a larger school situation which because of its size has the resources and the organization that make possible the enrichment of the educational program for all of its pupils. Unless new evidence becomes available, it appears that no provision should be made within the area for children above the third grade.

McKinley--There were 125 children enrolled in the McKinley kindergarten in September of 1954. The Spring pre-registration indicated that this number was unnaturally large and not typical of what might be generally expected. However, it is to be noted that nearly thirty of these children come from the Roxana Addition which drew new population to the district. Had it not been for these children the kindergarten in 1954/55 would have been no larger than it was in 1951 and 1952.

The new school (Roxana), if built, will draw away 60 or more McKinley students next fall and a larger number later. This loss would not only relieve the kindergarten situation at McKinley but would also result in relieving the threatened first grade bulge.

The estimates for McKinley appear large at first glance. However, it is to be noted that the increase shown is based upon assumptions that provide for practically no new movement into the area. The children are already born and residing in the district.

The Garfield School

The enrollment (K - 6) of the Garfield School will increase, according to the estimates, from 758 in 1954-55 to approximately 860 in 1956-57. or at the rate of

TABLE VI

ENROLLMENT, 1950/51-1954/55, OF THE MCKINLEY SCHOOL, AND ESTIMATED NUMBER OF PUBLIC ELEMENTARY SCHOOL PUPILS IN PRESENT MCKINLEY ATTENDANCE AREA (INCLUDES ROXANA ADDITION), 1955/56-1960/61

Year	Grade[a]							Total	Total
	K	1	2	3	4	5	6	1 - 6	K - 6
1950/51	65	76	31	48	58	35	45	293	358
1951/52	97	66	52	43	38	50	32	281	378
1952/53	98	86	50	58	44	35	47	320	418
1953/54	83	106	59	51	60	38	36	351	434
1954/55	125	100	77	47	52	67	50	393	518
1955/56	120[b]	130	67	72	47	51	72	439	559
1956/57	124	145	87	63	72	47	55	491	615
1957/58	131	149	98	81	63	71	51	513	644
1958/59	128	158	100	92	81	62	77	570	698
1959/60	127	154	106	94	92	80	67	593	720
1960/61	122	153	104	99	94	91	86	627	749

a Ungraded omitted

b Corrected in light of Spring pre-registration figures.

about 50 per year for the next two years. After 1956-57, the enrollment will increase more slowly to about 940 by 1959-60. In the latter year, the enrollment will be about 24 per cent larger than at present.

The enrollment of grades 7 and 8 combined will increase from 139 in 1954-55 to about 190 in 1960,61. All of the increase will occur after 1957-58 the enrollment for that year being no larger than that for 1954-55.

These estimates are also based, for the most part, upon the number of children already residing and attending school in the district.

The problem presented by Garfield is a difficult and pressing one. Present enrollment is taxing the school's facilities. Added accommodations must be found. There is no easy or attractive solution but several possibilities have been explored.

1. New construction on the present site is a possibility. The building of two rooms for immediate use and from two to four more to provide for increased enrollment after 1955-56 would solve the problem so far as classroom space is concerned. However, the addition of rooms to the present structure would reduce the size of the already inadequate playground space which is now far smaller than the recommended standard for a school of Garfield's present size. Furthermore, it is not likely that additional construction on the present site would be approved by the Schoolhouse Planning Division of the state.

2. The possibility of the erection of a new primary school east of the E. J. and E. tracks has been suggested. The construction of a school in the area, at present, would probably introduce more new problems than it would solve. There are not enough children living east of the tracks to warrant the building of a primary school in that area. Even if the proposed new primary district were made to include the northern tip (Harbison-Walker area) of the Garfield district, there would still be only about 50 pupils in the kindergarten and three grades of the new school. The per-pupil cost for instruction would be extremely high.

To obtain a sufficient number of children to justify the erection of a primary school east of the tracks, the western boundary of the new primary district would have to be placed so far west of Kennedy that some primary children would have to pass Garfield on their way to the new school. This would be bound to create an unhappy situation. It appears that the construction of a new school east of the tracks is not indicated at the present time.

3. An obvious method of relieving the enrollment situation in a district is to redraw its boundaries. By such means, some of the children now living in the district could be transferred to Columbus and Washington Elementary. However. these transferred students would be drawn from all grades (K - 6). Too few would be drawn from any single grade to free a room. Class loads in Garfield would be reduced but there is no assurance that the reductions would occur in those grades that would be most crowded. The transfer would not solve Garfield's problem; it might create a serious problem for Washington and, unless there is new construction, it would

TABLE VII

ENROLLMENT, 1950/51-1954/55, OF THE GARFIELD SCHOOL, AND ESTIMATED NUMBER OF PUBLIC ELEMENTARY SCHOOL PUPILS IN THE PRESENT GARFIELD ATTENDANCE AREA, 1955/56-1960/61

Year	Grade									Ungraded	Total 1 - 6	Total K - 6	7 - 8	K - 8
	K	1	2	3	4	5	6	7	8					
1950/51	81	96	62	65	66	97	57	58	53	15	443	524	111	635
1951/52	82	127	65	69	71	107	97	53	54	16	536	618	107	725
1952/53	116	148	74	65	72	70	97	70	49	15	526	642	119	761
1953/54	125	167	124	78	71	67	73	73	69	15	580	705	142	747
1954/55	130	204	88	120	84	69	63	73	66	12	628	758	139	897
1955/56	130	190	134	87	123	81	68	59	69	18	683	813	128	941
1956/57	129	189	125	132	89	118	80	64	56	19	733	862	120	982
1957/58	135	186	124	123	135	85	117	75	60	20	770	905	135	1040
1958/59	132	193	122	122	126	130	84	110	71	20	777	909	181	1090
1959/60	131	187	127	120	125	121	128	79	104	21	808	939	183	1122
1960/61	126	185	123	125	123	120	120	120	74	21	796	922	194	1116

create an impossible situation at Columbus.

4. A fourth possibility is the transfer of Garfield's entire eighth grade to the junior high schools. In time, the seventh grade might also be moved. Roosevelt and Washington can absorb additional students with greater ease than can the less flexibly organized elementary schools.

As already stated there is no easy or particularly happy solution. The last alternative appears to be superior to the only other one (new construction on or near the present site) that would relieve the present situation. It has the advantage of saving, for the time, a large capital outlay that might be better spent after the population and neighborhoods become more stabilized. It must be remembered that ten years ago the indications were that Garfield would always provide adequate facilities for children of the area. The situation has changed radically but there is always the possibility that it will change again, not only in the Garfield area, but in other districts as well. In the long run, the Garfield situation will need to be dealt with in the light of developments not only within the district but in neighboring districts as well.[1]

The Columbus School

The Columbus School is overcrowded at present and the situation will become worse, perhaps much worse.

It has been pointed out by the Superintendent and his assistants that the Columbus district is now a relatively stable one--that the district contains few unused building sites; that the large number of home owners in the area will tend to prevent rapid turnover of the population; and there is no reason to expect that, in the future, more children will move into the district than will move out of it. These facts, however, should not obscure the possibility that the number of children eligible to attend school in the district will almost certainly increase--perhaps only slightly, perhaps more than slightly.

Taking into account the facts presented in the foregoing paragraph and, also, the returns of the Spring (1955) pre-registration, very conservative assumptions

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[1] If the expansion of high-school enrollment after the next few years causes serious overcrowding of Roosevelt and Washington, a junior high school might be so located as to relieve the pressure on the two existing schools. Any such step could only be taken after long study and the development of a long-term building program.

TABLE VIII

ENROLLMENT, 1950/51-1954/55, OF THE COLUMBUS SCHOOL AND ESTIMATED NUMBER OF PUBLIC ELEMENTARY SCHOOL PUPILS IN PRESENT COLUMBUS ATTENDANCE AREA, 1955/56-1960/61

Year	Grade							1-6	Total K - 6
	K	1	2	3	4	5	6		
1950/51	24	54	29	22	31	--	--	136[a]	160
1951/52	36	54	30	30	23	4	--	141[b]	177
1952/53	26	55	27	33	32	19	7	173	199
1953/54	41	60	27	28	31	34	20	200	241
1954/55	41	60	34	27	21	28	35	205	246
1955/56	40	60	35	34	25	20	28	202	242
1956/57[c]	41	60	35	35	31	24	20	205	246
1957/58	44	62	35	35	32	30	24	218	262
1958/59	43	66	36	35	32	31	30	230	273
1959/60	42	65	39	36	32	31	31	234	276
1960/61	41	63	38	39	33	31	31	235	276

a K - 4 only

b K - 5 only

c Corrected in light of Spring pre-registration figures.

regarding future growth were made.1 Even so, the enrollment, according to the estimates will increase, at least a small amount, during the next few years.

Some schools could absorb a small increase by increasing class loads and by rearranging teaching assignments when necessary. The addition of 30 pupils to the enrollment of the Columbus school, even if they were distributed equally among the several grades, would intensify an already bad situation. Since small increases are likely to be spread evenly and since there is a possibility that the increase will be in excess of 30, an almost intolerable situation may develop.

However, whether the increase is large or small, the school needs additional rooms. The kindergarten is housed in a small room that was once a kindergarten workshop or second room. It is a subdtandard kindergarten room by any criteria of evaluation. A new kindergarten is certainly indicated.

One or more new class rooms should be added. An additional room or two will make possible reorganization of the room-grade assignment from time to time to remedy the worst cases of crowding.

If, the number of rooms added reduces class-size to an uneconomical level, the approximately 25 pupils (K - 6) living in the Harbison Walker area and now attending Garfield could be transferred to Columbus. Geographically, the area appears to be a natural part of the Columbus district. The transfer would reduce a little the class load at Garfield. However, the reduction would be to small to contribute to the solution of Garfield's major problems. More children and more rooms at Columbus would add to the flexibility in its room-grade arrangements. Flexibility as well as space is involved in preventing overcrowding.

The Harrison and Mark Schools

The estimated enrollments for the Harrison and Mark Schools are presented in Table IX.

If the estimates prove to be reasonably valid the enrollment in Harrison should not increase more than 80 pupils during the next few years and the increase in the enrollment of Mark will be extremely small, particularly after 1955-56.

The estimates are based upon the assumptions that the neighborhood will remain much like it has been during the last three or four years.2 Chapter V points out

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1 In the case of Columbus as in the case of other schools except Field, it was assumed that the kindergarten enrollments of 1957, 1958, etc. would be affected by the increase in number of births that occurred in 1952, 1953, etc. However the percentage of estimated increase in enrollment was always smaller (2/3 to 1/3, see footnote, page 39) than the increase in number of births five years earlier. The estimates were lowered by assuming that the per cent of kindergarten to first grade increase had been abnormally high (annual average 79.1 for the three-year period, 1952-53-1954-55). For forecasting enrollments of individual schools, the average increase for the school was averaged with the increase for all schools. By the procedure, the corrected increase would have been 58.6 per cent. In the case of Columbus 50.6 per cent was used. This may be an over correction.

2 The assumptions were modified to take into account the results of the Spring pre-registration. Also, the grade-to-grade increase (K - 1) was not revised upward toward the mean of the city. For three years the per cents of increase (76.3, 77.4, and 76.8) were so much alike that it appears that they may represent a more or less stable condition.

TABLE IX

ENROLLMENT OF THE HARRISON SCHOOL, 1950/51-1954/55, AND ESTIMATED NUMBER OF PULBIC ELEMENTARY SCHOOL PUPILS IN THE PRESENT HARRISON ATTENDANCE AREA (INCLUDING MARK ABOVE GRADE 2), 1955/56-1960/61

Year	Grade							Total	Total
	K	1	2	3	4	5	6	1 - 6	K -6
1950/51	71	47	41	59	58	58	62	325	396
1951/52	74	41	41	49	56	58	53	298	372
1952/53	80	57	28	54	56	55	58	308	388
1953/54	84	61	45	37	53	63	56	315	399
1954/55	84	65	48	60	38	51	57	319	403
1955/56	83	70[a]	57[a]	55[a]	60	40	49	331	414
1956/57	86	64	55	75	55	63	38	350	436
1957/58	90	66	50	78	75	58	60	382	472
1958/59	89	69	52	66	73	78	56	394	483
1959/60	88	68	54	69	66	76	75	408	496
1960/61	84	68	54	71	69	69	73	404	488

MARK

	K	1	2	3	4	5	6	1 - 2	K - 2
1954/55	21	14	3	--	--	--	--	17	38
1955/56	15[a]	23[a]	14[a]	--	--	--	--	37	52
1956/57	19	14	23	--	--	--	--	37	56
1957/58	20	17	14	--	--	--	--	31	51
1958/59	19	18	17	--	--	--	--	35	54
1959/60	19	17	18	--	--	--	--	35	54
1960/61	18	17	17	--	--	--	--	34	52

a Corrected to reflect May pre-registration results.

TABLE X

ENROLLMENT, 1950/51-1954/55, OF THE FIELD SCHOOL AND ESTIMATED NUMBER OF PUBLIC ELEMENTARY SCHOOL PUPILS IN PRESENT FIELD ATTENDANCE AREA, 1955/56-1960/61

Year	Grade							Total	Total
	K	1	2	3	4	5	6	1 - 6	K - 6
1950/51	100	210	---	---	---	---	---	210[a]	310[a]
1951/52	128	199	---	---	---	---	---	199[a]	327[a]
1952/53	190	274	128	126	120	104	116	868	1058
1953/54	178	277	168	117	107	115	102	886	1064
1954/55	202	296	139	161	97	96	115	904	1106
1955/56	200[b]	329[b]	181[b]	139[b]	145	92	95	981	1181
1956/57	204	294	196	173	126	138	91	1018	1222
1957/58	209	300	176	187	156	120	136	1075	1284
1958/59	207	307	179	168	168	148	118	1088	1295
1959/60	206	304	183	171	152	160	146	1116	1322
1960/61	201	303	181	175	154	144	158	1115	1321

a K - 1 only

b Corrected in light of Spring pre-registration. First grade estimate is 16 under pre-registration.

that recent zoning regulations have virtually guaranteed that Marktown neighborhood will not be able to expand in area.

The Field School

The enrollment (Education Adjustment omitted) of the Field School will increase according to the estimates, from 1106 in 1954-55 to 1322 in 1959-60 after which the enrollment may become stabilized until the birth rate drops. The largest part of the estimated increase can occur even if the enrollment of the kindergarten remains stationary. There is some reason to believe the large number of very young children in the area is not increasing as rapidly as in the numbers in some other areas.[1] Even so the total enrollment of Field will increase about nearly one hundred during the next two years, and another hundred during the next three. Probably the more immediate increase can be provided for without added construction. The present class size in Field is approximately 29. Perhaps, increasing the size of classes is not an ideal solution but so long as one or more other schools enroll up to 34 (average) per room, Field may be called upon to do so unless there is some special reason why Field classes should be smaller than those of other schools.

The Franklin School

According to the estimates, the enrollment of the Franklin School will increase from 538 in 1954-55 to about 630 by 1959-60. This increase is largely in terms of children already born and residing in the district. In fact much of it may be accounted for by the replacement of small upper-grade classes by larger lower grade classes not attending school.

It is difficult to assess the influence of the changing nature of the school's constituency. It is easy to predict that before 1960, the effect of the recent construction of large number of new housing units (Inland) will be felt. If more units are built, Franklin's problem will be intensified. However, it is probable that some time will elapse between the construction of the units and the full impact of the added families upon the schools. If there is additiknal construction, it might be worth the cost to have taken a census of pre-school children in the district. It appears that the only safe recommendation that can now be made is that close watch be kept upon the area.

The Lincoln School

According to the estimates, the enrollment (ungraded omitted) of the Lincoln School will increase from 524 in 1954-55 to about 650 by 1957-58, and then remain reasonably stationary for at least three years.

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[1] On the basis of this belief, Field was not credited with its full share of the increased number of babies born in 1952, 1953, etc. that are expected to enter kindergarten in 1957, 1958, etc. For example, since 212 more babies were born to East Chicago parents in 1952 than in 1949 or 1950, it is reasonable to brlieve that there will be about 200 more five-year olds in 1957 than in 1955 or 1956. Of course only a part of these will attend public kindergarten. By the assumption stated in the footnote on page 39, Field's kindergarten should be increased 7 in 1956-57, 18 in 1957-58, 13 in 1958-59, 12 in 1959-60, and 3 in 1960-61. The estimates presented for Columbus are based on assumption that kindergarten increases will be only one-half as large as these estimated increments.

TABLE XI

ENROLLMENT OF THE FRANKLIN SCHOOL, 1950/51-1954/55, AND ESTIMATED NUMBER OF PUBLIC ELEMENTARY SCHOOL PUPILS IN THE PRESENT FRANKLIN ATTENDANCE AREA, 1955/56-1960/61

Year	Grade							Total	Total
	K	1	2	3	4	5	6	1 - 6	K - 6
1950/51	50	96	73	72	64	52	69	426	476
1951/52	72	76	71	62	67	64	57	397	469[a]
1952/53	75	88	50	54	46	55	44	337	412[b]
1953/54	90	136	67	61	58	46	61	429	519
1954/55	105	133	82	63	51	56	48	433	538
1955/56	80[c]	145[c]	89[c]	75[c]	60	50	58	477	557
1956/57	85	120	95	90	72	59	52	488	573
1957/58	89	128	78	97	86	70	61	520	609
1958/59	86	134	83	79	93	84	68	541	627
1959/60	85	128	87	84	76	91	82	548	633
1960/61	81	128	83	88	80	74	89	542	623

a Plus 12 ungraded - 481.

b Loss to Field.

c Corrected in light of Spring pre-registration.

The estimates are based in part upon past trends and may be too low if the nature of the population changes. It appears that the district is rapidly gaining Spanish-American population. If the Spanish-American families are larger and younger than those which they displace, the estimate presented will be too low. The Lincoln attendance area will bear constant watching during the next two or three years.

The Riley School

The enrollment (ungraded omitted) of the Riley School, according to the estimates, will increase from 631 in 1954-55 to 750 or more in 1958-59. The increase thereafter may be small, the enrollment stabilizing about 1959-60. or 1960-61.

The estimated increase during the next two years approximates only 30. In the light of the relatively light class loads in Riley, an even larger increase could probably be provided for by merely increasing class size. This may not be an ideal solution but will allow time in which the estimates may be checked and further projections made. It does not appear that an acute situation exists in the Riley district nor that one is likely to exist within the next few years.

The Washington Elementary School

The enrollment of Washington Elementary School, according to the estimates, will increase only from 497 of the present year to 550 in 1959-60. The smallness of the estimated increase is to be attributed, in part, to the low estimates of kindergarten enrollment. The 1954-55 kindergarten enrollment is 90. The pre-registration of kindergarten children is only 61. Assuming that 80 will actually enter kindergarten in 1955-56 and that in succeeding years the increase in enrollment will bear the same relationship to the increased birthrate (1950-1954) that was assumed for other elementary districts, the number of kindergarteners does not, during the next few years, reach the 1954-55 level. It must be remembered that these estimates are not predictions in the usual sense of the term. They are actually statements of what the enrollment situation will be if certain specified conditions hold. The formula devised for estimating future enrollments does not take into account wide year-to-year fluctuations in kindergarten enrollments such as those which have taken place, according to report, in the enrollments of the Washington School Kindergarten.

Estimates of High-School Enrollments

Estimates of high-school enrollments should be subject to smaller errors than those of elementary school enrollments. In the first place, no assumption need be made regarding the number of children who may be expected to reach school age each year. The children are already born and attending school. For example, the age groups that normally will be in high school in 1961-62 were born during the four-year period beginning with 1944, and are, for the most part, now in grades 2 to 5 of East Chicago or other schools.

The major assumption made in estimating high-school enrollments is that the per cent of increase or decrease from grade to grade (e.g., from the fourth of 1954-55 to the fifth of 1955-56) will remain, the same as between 1951-52 and 1954-55.[1]

[1] The year 1951-52 was selected because there has been no important changes in the boundaries of the high-school attendance areas since that time.

TABLE XII

ENROLLMENT, 1950/51-1954/55, OF THE LINCOLN SCHOOL AND ESTIMATED NUMBER OF (PUBLIC ELEMENTARY SCHOOL PUPILS), KINDERGARTEN THROUGH GRADE 5, IN PRESENT LINCOLN ATTENDANCE AREA, 1955/56-1960/61

Year	Grade						Total	Total
	K	1	2	3	4	5	1 - 5	K - 5
1950/51	58	104	132	145	104	---	485	543[a]
1951/52	82	92	140	95	132	---	459	541[b]
1952/53	121	112	59	73	58	46	348	469[c]
1953/54	122	148	71	58	63	34	374	496
1954/55	120	160	90	58	57	39	404	524
1955/56	121	146[d]	115[d]	90[d]	55	45	451	572
1956/57	124	160	92	107	85	43	487	611
1957/58	131	164	100	86	101	67	518	649
1958/59	128	173	103	93	81	79	529	657
1959/60	127	169	109	96	88	64	526	653
1960/61	122	168	106	101	90	69	534	650

a K - 4 only.

b K - 5 only.

c Loss to Field.

d Corrected in light of Spring pre-registration figures.

TABLE XIII

ENROLLMENT, 1950/51-1954/55, OF THE RILEY SCHOOL, AND ESTIMATED NUMBER OF PUBLIC ELEMENTARY SCHOOL PUPILS IN PRESENT RILEY ATTENDANCE AREA, 1955/56-1960/61

Year	Grade							Total	Total
	K	1	2	3	4	5	6	1 - 6	K - 6
1950/51	55	76	119	99	107	173	182	756	811
1951/52	76	81	104	122	99	193	169	768	844
1952/53	85	106	53	69	59	99	113	499	584[a]
1953/54	88	119	61	58	71	83	141	533	621
1954/55	101	134	77	69	57	92	101	530	631
1955/56	101	141[b]	85[b]	81	68	66	109	550	651
1956/57	105	144	87	89	80	79	78	557	662
1957/58	110	149	89	91	88	93	94	604	714
1958/59	108	156	92	93	90	102	110	643	751
1959/60	107	153	96	96	92	107	121	662	769
1960/61	102	152	94	100	95	105	123	671	773

a Loss to Field.

b Corrected in light of Spring pre-registration

TABLE XIV

ENROLLMENT, 1950/51-1954/55, IN THE WASHINTON ELEMENTARY SCHOOL AND ESTIMATED NUMBER OF PUBLIC ELEMENTARY SCHOOL PUPILS IN PRESENT WASHINGTON ELEMENTARY AREA, 1955/56-1960/61

Year	Grade							Total	Total
	K	1	2	3	4	5	6	1 - 6	K - 6
1950/51	85	107	87	78	73	89	72	506	591
1951/52	96	109	78	82	70	62	86	487	583
1952/53	82	102	52	64	63	55	42	378	460[a]
1953/54	85	106	67	53	55	59	52	392	477
1954/55	90	110	63	62	60	57	55	407	497
1955/56	80[b]	128[b]	81[b]	57[b]	60	59	55	440	520
1956/57	83	107	81	78	56	59	57	438	521
1957/58	87	111	68	78	76	55	57	445	532
1958/59	85	116	70	66	76	74	53	455	540
1959/60	85	114	73	68	64	74	71	464	549
1960/61	81	114	72	71	66	62	71	456	537

a Loss to Field School

b Corrected in light of Spring pre-registration figures.

This means that it was assumed that there will be no increase in the rate of growth of East Chicago's population; that the rate of increase from parochial elementary schools will not increase or decrease; that the same percentage will leave school as soon as the law permits, that retardation and acceleration rates will remain unchanged; and that the present boundaries of attendance districts will remain unchanged.

The enrollments, 1951-52-1954-55, and the estimated enrollments, 1955-56-1963-64, of the Roosevelt and Washington High Schools are presented in Tables XV[1] and XVI respectively.

Roosevelt High School

Omitting Garfield, the enrollment of grade 7 and 8 of the West Side will increase, according to the estimates from 241 in 1954-55 to 308 in 1956-57, to 358 in 1960-61.

The enrollment of grades 9 to 12 of Roosevelt will increase from 802 of September, 1954 to more than 1000 in 1960-61.

Combining the enrollments of grades 7 and 8 with those of grades 9 to 12, it is to be noted that the total enrollment (Garfield omitted) will increase from 941 in 1954-55 to 1145 in 1957-58, to 1340 in 1960-61.

It appears that Roosevelt, if present conditions hold, will not become overly crowded during the next five years. However, the enrollment will increase rapidly after 1959-60. Estimates should be revised annually to guide planning for additional facilities that will be needed during the early part of the next decennium. It should be determined as soon as possible whether the relatively larger gains of the West Side represent the beginning of a trend or a mere fluctuation from a long-term opposite trend. Upon the answer to this and other questions will rest the case for the construction of a new junior high school.

Washington High School

The enrollment of grades 7 and 8 of the Washington High School, according to the estimates, will increase from 655 in 1954-55 to approximately 900 in 1961-62. None of this gain will take place before 1959-60.

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[1] The seventh and eighth grade enrollments and estimated enrollments presented in Table XIV include those of the Garfield School. If Garfield is omitted, the enrollment figures for Roosevelt are as follows:

Year	Grade 7	Grade 8	Grades 7 & 8
1951/52	130	110	240
1952/53	121	134	255
1953/54	142	121	263
1954/55	113	130	243
1955/56	152	111	263
1956/57	160	148	308
1957/58	126	156	282
1958/59	151	123	274
1959/60	178	148	326
1960/61	184	174	358

TABLE XV

ENROLLMENT, 1951/52-1954/55, AND ESTIMATED ENROLLMENT, 1955/56-1963/64, OF GRADES 7 TO 8 OF GARFIELD AND 7 TO 12 OF ROOSEVELT HIGH SCHOOL (UNGRADED OMITTED)

Year	Grade (including Garfield)			Total	Grade				Total	
	6*	7	8	7 - 8	9	10	11	12	9 - 12	7 - 12
1951/52	182	183	164	347	231	171	146	120	668	1015
1952/53	209	191	183	374	213	240	136	127	716	1090
1953/54	185	215	190	405	247	214	181	124	766	1171
1954/55	205	186	196	382	243	235	164	160	802	1184
1955/56	218	211	180	391	257	242	181	146	826	1217
1956/57	196	224	204	428	235	256	186	161	838	1266
1957/58	254	201	216	417	267	234	197	165	863	1280
1958/59	250	261	194	455	283	266	180	175	904	1359
1959/60	296	257	252	509	254	282	205	160	901	1410
1960/61	317	304	248	552	330	253	217	182	982	1534
1961/62	317	326	294	620	325	329	195	193	1042	1662
1962/63	317	326	315	641	385	324	253	173	1135	1776
1963/64	317	326	315	641	412	384	249	225	1270	1911

* The sixth grade enrollment is the combined enrollment of the sixth grades of all elementary schools (including Garfield) of the West Side.

TABLE XVI

ENROLLMENT, 1951/52-1954/55, AND ESTIMATED ENROLLMENT, 1955/56-1962/63, OF GRADES 7 TO 12 OF WASHINGTON HIGH SCHOOL
(UNGRADED OMITTED)

Year	Grade			Total	Grade				Total	
	6[a]	7	8	7 - 8	9	10	11	12	9 - 12	7 - 12
1951/52	312	310	304	614	339	320	241	217	1117	1731
1952/53	315	301	306	607	320	274	241	213	1048	1655
1953/54	356	319	263	582	354	275	223	203	1055	1637
1954/55	319	368	287	655	327	308	239	182	1056	1711
1955/56	332	321	339	660	329	277	249	203	1058	1718
1956/57	304	334	295	629	389	278	224	211	1102	1731
1957/58	365	306	307	613	338	329	225	190	1082	1695
1958/59	391	367	282	649	352	286	266	191	1095	1744
1959/60	437	393	338	731	323	298	231	226	1080	1811
1960/61	482	439	362	801	387	273	241	196	1090	1891
1961/62	482	484	404	888	415	327	221	204	1167	2055
1962/63	482	484	445	929	463	351	265	187	1266	2195
1963/64	482	484	445	929	510	392	284	224	1410	2339

a The sixth-grade enrollment is the combined enrollment of the sixth grades of all elementary schools of the East Side.

The enrollment of grades 9 to 12 will increase from 1056 in 1954-55 to about 1100 in 1956-57 but after the latter date, no gain is expected before 1961-62.

The enrollment of the grades 7 to 12 will increase from 1711 in 1954-55 to about 2200 in 1962-63. The gain before 1959-60 is expected to be negligible.

There appears to be no serious danger of overcrowding for some time. Washington will not, according to the estimates, have an enrollment of 2400 before 1963 or later. The school had an enrollment of this size in 1940. However, there is a strong possibility that new facilities will be required. There were too many students in Washington in 1940 for the facilities that it provided. Also, the enrollment will most likely go beyond 2400 before, perhaps three or four years before, the peak of the enrollment is reached. And in addition, it must be remembered that the estimates are probably too low, and almost certainly not too high. The estimates were, in part, based upon the combined estimated enrollments of the sixth grades of all elementary schools. The assumptions on which the estimates for each elementary school were based, are conservative and will result, more often than not, in underestimation. The amount of underestimation for each school may be small, but the adding of several underestimates might easily result in a significantly larger one.

However, space does not appear to be a problem at present in either Roosevelt or Washington and there is no observable reason for believing that the problem will become acute during the next five years or more. It seems that the Board selected an excellent time to modernize the physical plant and improve the school's facilities.

Summary

Barring events of a catastrophic nature, the enrollment of the public schools will increase at all levels. This increase will occur even if the population remains constant. The forecast of increase is based largely upon the age distribution of children who, for the most part, are already residing in the city, and are at present enrolled in its schools.

While too much dependence cannot be placed upon estimates of future enrollment of individual schools or attendance areas, it appears that, East Chicago, as compared with many cities, is relatively free of acute conditions of crowding. The exceptions are Garfield and Columbus. Neither school has enough room space at present, and in the case of each, the situation promises to become rapidly worse unless steps are taken immediately to remedy it.

Since a part of the McKinley building has become obsolete and uneconomical to maintain, and since new construction is being considered, thought must be given to the Roxana situation. The construction of a primary school in the Roxana subdivision will make possible a smaller addition to the McKinley School than would otherwise be the case. There are, however, more substantial reasons for the construction of a primary school in the Roxana addition.

It will be noted that no attempt has been made in this part of the report to judge the quality of facilities nor to indicate the need for replacing any of them.

The new construction indicated as necessary is not to replace obsolete facilities; it is to provide for added children.

In conclusion, it appears to an outside observer that East Chicago, as compared with many cities and school districts in the area, is in an enviable position. The task of providing adequate school facilities does not appear to be one that an alert school board and administration cannot perform with the resources at hand.

CHAPTER V

PROBLEMS OF SCHOOL LOCATION

If it were possible to make a fresh start at providing schools for any existing city, some changes from present arrangements would undoubtedly be made. New sites would be selected; different grades would be assigned to some centers; and better buildings would be provided.

A completely fresh start is not likely to be possible in any city. The existing school buildings, if they are not too inadequate, must continue in use. Existing sites are therefore kept in use by the buildings which are on them. The presence of usable buildings at specific locations often makes necessary the assignment of certain grades and activities to those buildings.

Yet there is often value in looking at a school system as if a fresh start might be made in providing facilities. The search for an ideal arrangement of buildings and sites may never lead to an ideal arrangement in actual practice; but the knowledge of what would be ideal can often prove valuable in deciding on next steps to be taken in a school system, or in selecting the best solution for some special problem within the school system.

The Locations of Elementary School Buildings

If new locations for all schools in East Chicago could now be selected, some new sites would probably be selected in favor of existing sites. Maps III, IV, and V show present sites for elementary schools, for junior high schools, and for senior high schools. A study of these maps raises a number of questions, many of them important for future decisions which must be made.

Circles with half-mile radii have been drawn around each elementary school location shown in Map III. These circles, coupled with information about travel barriers and building enrollments, provide a partial basis for future decisions on school locations. Recommendations for individual schools cannot be made from this information alone, because additional data are needed before recommendations are justified, but the important questions raised by Map III are as follows:

1. Is there any suitable way of reducing the overlapping of service areas for the elementary schools of the Indiana Harbor district, including Field, Lincoln, Riley, Washington, and Franklin elementary buildings? Should one or more elementary school centers be eliminated in this area to reduce expense and to permit the more rapid improvement of the remaining centers?

2. Is there some suitable method of reducing the overlap in service areas for the Columbus and the Washington elementary schools? Could one building serve both of these school attendance districts?

3. Is there any suitable way of reducing the duplication in service areas between Harrison and McKinley? Is it possible that by relocating McKinley the cost of constructing and operating a building in Roxanna Addition can be avoided?

The Locations of Junior High School Buildings

Circles with one and one-fourth mile radii have been drawn around the three junior high school locations on Map IV. In general, pupils living within the areas marked by these circles will be able to reach the junior high school locations at the centers of the circles without travelling more than the standard distance of one and one-half miles.

Important questions which have a bearing on the future development of the school system are raised from a study of this map.

1. Can junior high school pupils at Garfield be transferred to one of the other junior high school buildings, in view of the almost complete duplication by the other schools of the Garfield service area?

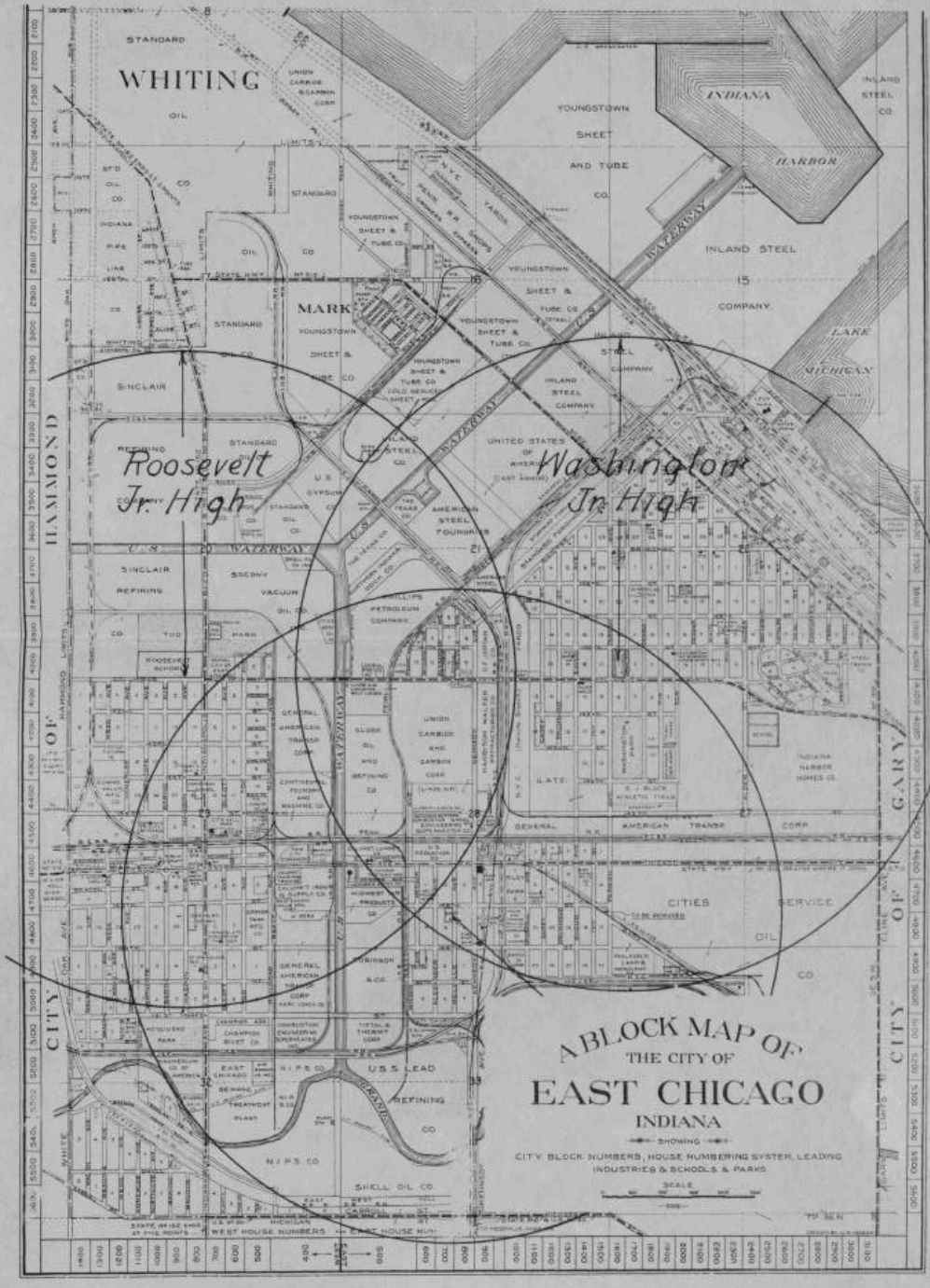
2. Is there any way of bringing those areas of the city not now well served by junior high school centers (Marktown and Roxanna Addition) into the orbit of the junior high schools? The possibility of solving this problem does not appear great, but there may be some advantage to a statement of the problem.

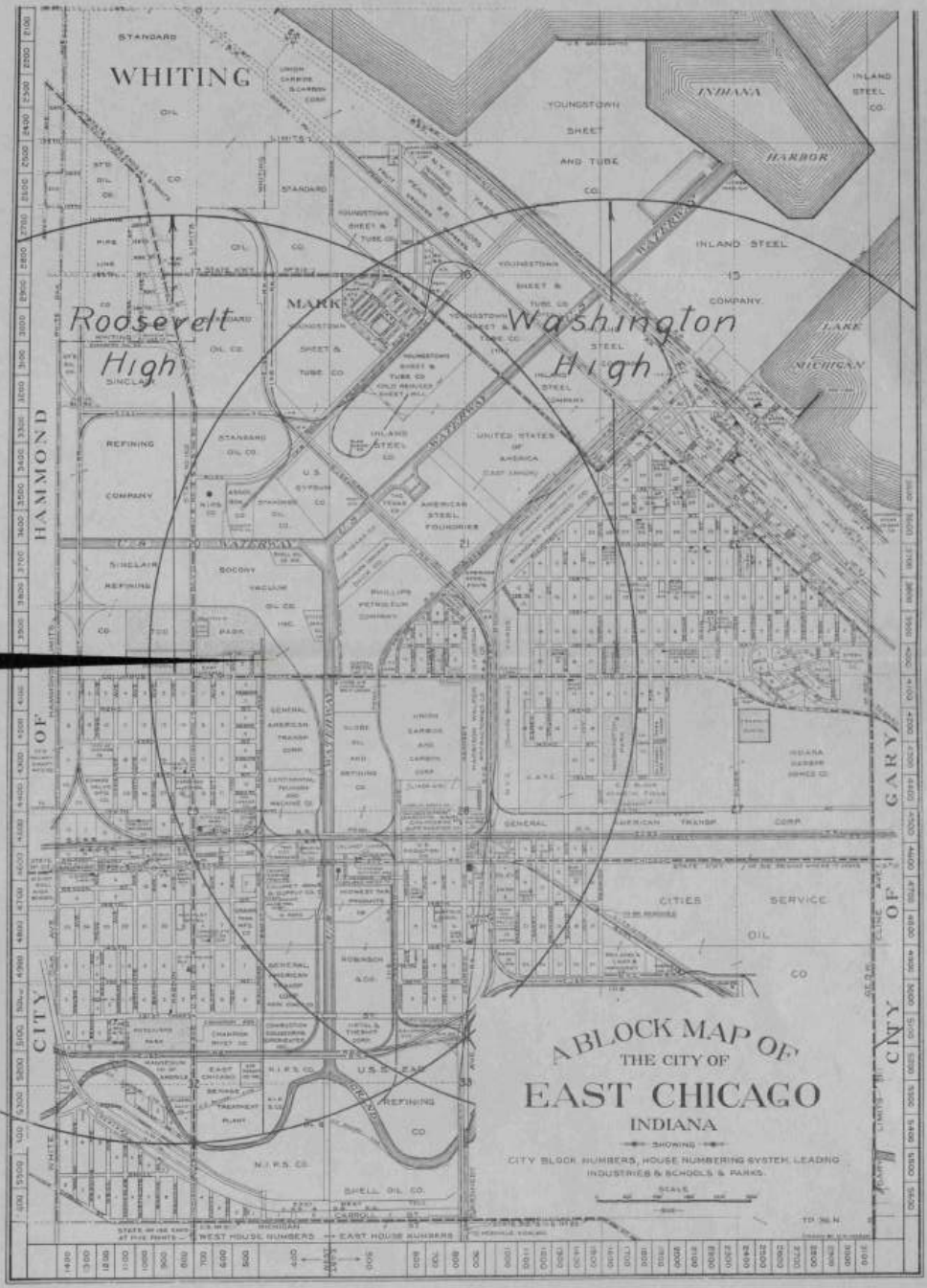
The Locations of Senior High School Buildings

Circles with one and three-quarters mile radii have been drawn around the locations of the two senior high schools on Map V. It is clear that two high schools placed with any degree of reasonableness in East Chicago are more than adequate to serve the city geographically. A portion of the Roxanna Addition does not fall within the circle of either of the present high schools, but only a few high school youth will be beyond the standard travel distance and these few will be only slightly beyond the standard distance.

The interesting, and possibly important, question raised by Map V is whether or not East Chicago could be served by a single high school. At the present time this possibility may seem absurd and ridiculous, but special circumstances could develop in the future to make the possibility far less absurd. The early development of the "Indiana Harbor" and "East Chicago" districts of the city as virtually separate communities undoubtedly explains the development of two high schools. The strong and persistent loyalties of present-day residents to their own neighborhoods within the city continues to justify in part the existence of two high schools. Even stronger justification for the present pattern is found in the number of pupils to be served. East Chicago is probably fortunate to have two high schools to serve its large enrollment, even if these two schools were restricted exclusively to senior high school youth.

WHITING
HAMMOND
GARY
CITY OF
Mark
Field
Lincoln
Riley
Washington Elem.
Franklin
Columbus
Harrison
Garfield
McKinley
A BLOCK MAP OF
THE CITY OF
EAST CHICAGO
INDIANA
SHOWING
CITY BLOCK NUMBERS, HOUSE NUMBERING SYSTEM, LEADING INDUSTRIES & SCHOOLS & PARKS
SCALE
WEST HOUSE NUMBERS — EAST HOUSE NUMBERS


WHITING
HAMMOND
CITY OF GARY
Roosevelt Jr. High
Washington Jr. High
INDIANA HARBOR
INLAND STEEL COMPANY
YOUNGSTOWN SHEET AND TUBE CO.
LAKE MICHIGAN
A BLOCK MAP OF
THE CITY OF
EAST CHICAGO
INDIANA
SHOWING
CITY BLOCK NUMBERS, HOUSE NUMBERING SYSTEM, LEADING INDUSTRIES & SCHOOLS & PARKS
SCALE
WEST HOUSE NUMBERS
EAST HOUSE NUMBERS


WHITING
HAMMOND
CITY OF GARY
Roosevelt High
Washington High
INDIANA HARBOR
LAKE MICHIGAN
A BLOCK MAP OF
THE CITY OF
EAST CHICAGO
INDIANA
SHOWING
CITY BLOCK NUMBERS, HOUSE NUMBERING SYSTEM, LEADING INDUSTRIES & SCHOOLS & PARKS.
SCALE
WEST HOUSE NUMBERS
EAST HOUSE NUMBERS

The Probable Effect of City Planning on School Locations

In a community like East Chicago, many forces and movements are constantly at work to change the city. Some of these are likely to change the city so drastically as to modify school building and site needs. East Chicago is peculiarly subject to dramatic changes for a number of reasons. Technological advances keep the many industries of the city constanatly in need of change; the rapid and somewhat unplanned growth of the city has left a residue of needed improvements; a degree of obsolescence has already overtaken some of the city's earlier developments; highways both for local traffic and for trans-continental traffic, particularly because of increasing number of automobiles, must be improved; and the aspirations of people for better living conditions will bring continuous modifications.

Among recent changes in the community, one of the most dramatic is the building of the Indiana section of the toll road from the East Coast to Chicago. Undoubtedly the toll road, as a great barrier laid acooss the nation, will upset a number of school attendance areas along its course. Fortunately, the road cuts across only a small corner of East Chicago in the Roxanna Addition. It will not seriously disturb the pattern of school locations in the city.

A second potentially important factor for the city's schools is the East Chicago zoning plan. In 1946, following a city planning study by Harland Bartholomew and Associates of St. Louis, the Council of the City of East Chicago adopted the present zoning ordinance.

The zoning ordinance is, of course, a stabilizing influence. It tends to protect residential communities from industrial or commercial invasion, and it tends to prevent or retard excessively rapid modifications in the character of residential communities.

The chief modification resulting from the zoning ordinance and the City Plan Commission to date, of importance for school planning, is the withdrawal of most of the vacant land around Marktown from the multiple dwelling category to the heavy industry category. This means that Marktown cannot expand in area, assuming that the change in category is permanent. The prospects of Mark School having at some future time many more pupils per grade than the present 15 to 20 are now more dim than ever.

A third factor likely to affect city planning and school planning in East Chicago is the Purdue-Calumet Development Foundation. Present indications are that the Foundation, established and financed largely by local industries primarily to improve residential housing in the city, will have a rapid and vital impact on every feature of the life of the city. The work of the Foundation will apparently consist in large part of (1) replacing substandard housing with better housing, without any effect on school enrollments so far as the Foundation officers can predict, (2) building new houses on vacant land, with resulting sharp increases in enrollments in nearby schools, and (3) clearing sub-standard housing from selected areas, without replacing the housing, with resulting decreases or complete elimination of enrollments for nearby schools.

The first effort of the Foundation will be devoted to the replacement of substandard housing in the vicinity of Block and Pennsylvania Avenues and the north

third of Indiana Harbor. Only minor changes in the school enrollments at the neighboring school buildings are expected from this rehousing activity.

The second project announced by the Foundation will, when completed, require a major adjustment by the school system. This project is the construction of new homes on the vacant land around Franklin School. Up to 800 homes could be constructed on the available land, housing possibly as many as 800 more elementary school youth.

The additional areas of the city, the Michigan Avenue Addition and the west half of the Calumet district, have been identified by the Foundation as areas "which constitute problems" from a housing standpoint. Programs for work in these areas have not however been approved by the Foundation.

CHAPTER VI

ANALYSIS OF BUILDINGS

The data seem now at hand in the foregoing chapters for an analysis of the future prospects of each of the public school buildings in East Chicago. Some knowledge of the buildings themselves of their condition, their facilities, their sites, will need to be introduced into the discussion. Out of this discussion will come recommendations for future action. The recommendations throughout the chapter are underlined for easier reference.

McKinley (and Roxanna Addition) Elementary School

One conclusion regarding the McKinley building stands out clearly to the survey staff. The building is no longer suitable as a school, and it is not worth renovating or remodelling. It is not clear exactly what provisions should be made for the pupils who might attend McKinley, but certainly some replacement should be provided for the building.

The McKinley building is no longer suitable for a number of compelling reasons. In each of its three sections wood floors, stairways, interior walls, and roof are an excessive fire hazard for a 3-story school building. Its reliance on ground-floor toilets exclusively is no longer approved. Heat and ventilation equipment (including two distinct heating plants) is antiquated. The artificial lighting in the classrooms is insufficient, and the window design is outmoded. Electrical wiring throughout the building has been found inadequate. The roof is said to be in bad condition. Built in three sections, the first portion in 1904 when East Chicago was a village, the building is not aesthetically pleasing. Functionally, the building has drawbacks. Stair-landings provide quarters for administrative and health work. A girls' playroom below ground level shows evidence of flooding.

Because several old school buildings in East Chicago have been remodelled during the past few years, a question may be raised about the feasibility of remodelling McKinley. This action would be most unfortunate, in the judgment of the survey staff. The large sum of money necessary to make McKinley safe and useful would compel the continued use of the building, even though no amount of money can make the building aesthetically pleasant, or functionally superior, or completely safe. The design of the building does not lend itself to changing interior walls for the improvement of teaching areas. Now is the time to abandon the building, while it represents only a small capital investment.

Mr. Thomas J. Higgins, school building specialist with the Chicago Public Schools, wrote the following statement after an inspection of the McKinley building for this survey:

> "The value of that portion of the structure that might be salvaged would represent not more than 30% of the cost of replacing the entire building. The removal of the existing structure and replacing the sixteen classrooms in a modern fireproof building would require less ground area than the present building occupies—thereby furnishing a little more of much needed playground area."

The replacement of the building may be accomplished in either of two possible ways. While it seems quite possible to select one of these as more desirable, the choice in application may depend on which alternative the school officials can successfully accomplish. Either of the alternatives will yield a respectable solution to the McKinley problem.

> Alternative No. 1. Build a new McKinley on the present site. Raze the old building. Enlarge the site. Provide for the central administrative offices now housed in McKinley elsewhere, probably by new construction. Build a primary-grade branch school in Roxanna Addition.

> Alternative No. 2. Secure an adequate site in the vicinity of Kosciusko Park, either adjacent to the park or in the park. Build one school to serve both the McKinley and the Roxanna Addition areas. Either sell the old McKinley property, convert it to city park, or use it as a location for central administrative offices, possibly retaining the newest third of the old McKinley building for part of the administrative offices.

The second alternative has great appeal for several reasons. It will serve the total area from Roxanna to the McKinley service area reasonably well (see map, Chapter V). The mileage from the farthest northwest corner of the McKinley district to Kosciusko Park is within the standard distance of three-fourths of a mile. The mileage by present streets to the farthest corner of Roxanna Additikn is over the standard distance. This distance may be shortened, however, by a pedestrian overpass across the Grand Calumet River where the toll road crosses the river. Such a foot-bridge has been in use, by school children and others, across the Iowa River at the State University of Iowa for many years.

The second alternative should yield an adequate site, particularly because Kosciusko Park will inevitably be a useful supplement to school grounds for many purposes. It will permit a highly efficient and economical coordination of park and school facilities and activities. It will avoid the expense of maintaining a second school in Roxanna Addition. It will avoid the educationally undesirable features likely to occur in a small primary school in Roxanna Addition - the lack of a full-time principal, the likelihood of split grades, and the absence of special rooms for such activities as physical education and speech.

One objection to the second alternative is that a site near or in Kosciusko Park will be difficult to obtain. Actually, it seems likely that an adequate site here will be no harder to secure than will land to make the present 1.89 acre site of McKinley adequate. A site adjacent to or in the park can justifiably be smaller because of the usefulness of the park itself. The city may be quite willing to exchange park land for part or all of the present McKinley site.

One advantage to two schools in the McKinley-Roxanna area is that an excessively large school may thereby be avoided. The three or four classrooms which can be provided in a separate Roxanna Addition school will reduce the total enrollment at McKinely by about one-hundred-twenty pupils. A total enrollment of 749 is forecast in Chapter IV for the McKinley-Roxanna territory. This requires a school of about 23 classrooms, or nearly four classes per grade. A school of four classes

per grade can be an efficient and economical operating unit, and will be no larger than other schools in the city. However, a slightly smaller school at McKinley may be preferred.

Harrison Elementary School

Half of the Harrison building is modern, built in 1930. The other half is over fifty years old, but has within the past decade been remodelled internally at considerable expense. The building as it stands must therefore be considered a permanent part of the school plant for the foreseeable future.

Special facilities in this building are quite good, although the building lacks an assembly room and a library-audic-visual storage room. The site, of about two and one-quarter acres, is in need of expansion.

There are 14 classrooms, including a kindergarten and a sightsaving room, in the school. At 30 pupils per class, with two classes per day in the kindergarten, 420 children should be comfortably served by this building exclusive of the sightsaving class. Enrollments have for years been below this figure, although recently enrollments have approached this optimum. Enrollment data in Chapter IV forecast that the optimum hereafter will be exceeded unless some factor operates in the neighborhood to hold actual enrollments below the predicted enrollments. In any case, the forecast of enrollments does not show average class size exceeding 35.

It appears that the Harrison school should be able to continue serving satisfactorily the areas it now serves - its own attendance district for all elementary school grades, and the Mark district for grades 3 through 6. If unexpectedly the Mark children could be readily served elsewhere, or if the larger predicted enrollments do not materialize, then the Harrison attendance area could be extended southward to balance enrollments for a relocated McKinley School. This adjustment can scarcely be made with McKinley at its present location.

Mark School

Marktown, served by Mark School, is the smallest of the residential neighborhood islands which compose the city. Kindergarten and primary pupils through the second grade from Marktown homes are served by the Mark School. Elementary school pupils above the second grade go to Harrison School at present. Harrison is not the nearest building to Mark, but Harrison has had space for the upper-grade Mark pupils.

Mark School consists of a two-classroom building, and a recreation-community building approximately 40 by 30 feet in size. The buildings are wood-frame construction, but as one-story structures they need not be considered fire-hazards. The buildings are not handsome, nor are they modern in design, but they are adequate for the modest duties they now perform.

The Marktown neighborhood cannot expand in area. Recent zoning regulations (see Chapter V) have transferred all land adjacent to the present homes from residential to heavy industrial classification, except for a narrow strip of park between the residential and the industrial areas. The only direction Marktown can now grow is upward, and this is unlikey in such a small island surrounded by industrial development.

According to Chapter IV, the largest enrollment likely to occur in kindergarten through grade two at Mark is 56 pupils. Maximum room enrollments predicted are 20 pupils in kindergarten and 37 pupils in grades one and two combined. The present buildings can serve this enrollment. The restricted size of the Marktown neighborhood and the restricted future of the neighborhood prevent consideration of a more modern or a larger school building. Nevertheless, for the convenience and safety and emotional security of the very young pupils of this community, the present buildings should be continued in use. The buildings have been placed in a condition of good repair in recent years, and we may assume they will be kept in this good condition.

Garfield School

The Garfield School is peculiar, in the East Chicago school system, by being the only elementary school whose enrollment goes beyond grade six to include grades seven and eight. Present enrollment in 1955-56 in grades seven and eight is about 125 pupils. This enrollment will climb in the years ahead to 194, according to predictions in Chapter IV.

Present enrollment in grades seven and eight does not meet the standard set in Chapter III for a junior high school. The largest predicted future enrollment in these grades just barely manages to come within the proposed 180 pupil minimum. Caring for junior high school pupils properly can scarcely avoid being expensive for such small numbers of pupils.

Perhaps even more importantly, the Garfield building and site are not useful for junior high school pupils. The site is altogether too small (1.32 acres) even for an elementary school, and certainly for a junior high school. The presence of the extra grades has recently forced a further burden on the limited site in order to accommodate two additional semi-permanent classrooms. The shop, home economics, and music areas of the building are too small, and the building provides no library-audio-visual storage center.

The Garfield seventh and eighth grade programs seems particularly unsatisfactory in comparison with the programs for all other junior high school youth of the city. While the combination junior-senior high school programs which serve all other youth are probably not ideal for seventh and eighth graders, the more elaborate facilities of the Washington and Roosevelt junior-senior buildings certainly offer greater opportunities. It seems clear that one recommendation of this report should be to move grades seven and eight from Garfield, the pupils to attend the junior-senior high school serving the area.

Treating Garfield as an elementary center exclusively, the building must be considered adequate for an indefinite future. Over $250,000 has been spent recently for the improvements to the building which are listed in Chapter II. This commits the school system to the use of the building for many years, and indeed makes the building exceedingly useful for elementary pupils.

As an elementary school, Garfield has space for every special activity desired, and can provide 25 classrooms including the two semi-permanent classrooms recently erected on the playground. Several of the classrooms and the only public toilets in

the main building are on the ground or basement floor, but these are defects which cannot be avoided in the building's design. The playroom should be divided, to provide two areas in place of the present single area for physical education for the school's large enrollment.

Counting the 25 classrooms for both kindergarten and elementary school use, some 810 elementary school pupils can be served at Garfield at 30 pupils per class The highest elementary pupils enrollment predicted for the building in Chapter IV is 939, which will push class sizes in the building up to almost 35. With this ceiling in mind as the worst to be anticipated by way of overcrowding in the foreseeable future, the building may be expected to serve its community as an elementary school center without major adjustments. The site, however, needs to be greatly expanded as rapidly as possible. Major expansion at this site should be entirely possible, and this will have the minor advantage of holding down enrollment slightly in the school to the extent that some residential housing is removed from the neighborhood.

Columbus School

The Columbus building is more satisfactory in some respects than several of the other elementary buildings in the city, being constructed on one floorlevel, of steel and masonry materials. The building was originally designed to take a second story, but fortunately all suggestions to add the second floor have thus far been rejected. The building can serve indefinitely into the future, and the site while not up to the standards quoted in Chapter III is nevertheless adequate for future prospects (3.53 acres).

The Columbus building, like Garfield and Mark, serves a distinct and somewhat isolated residential island in the city. This residential island, however, appears more subject to rezoning and other modifications than do some other areas of the city. The Michigan Avenue Addition neighborhood served by Columbus cannot expand, nor is its limited area likely to support more intensive residential development. Nevertheless, this school is crowded, partly becasue of a curious absence of one of the six classrooms usually provided for the six grades of an elementary school.

The building contains five classrooms, a kindergarten room, a physical education playroom with stage, shower rooms, health and office suites, pupils toilets, a teachers' rest room, custodial spaces, and a spare office (now used for central administrative purposes) which could be used for music or remedial lessons. This is a splendid array of facilities in many respects but the building is short one classroom in terms of a conventional elementary school. The absence of a separate assembly room is acceptable for so small a school. In accordance with the space requirements listed in Chapter III the building also lacks a library-audio-visual storage room.

The shortage of a classroom is serious. It has forced the placing of a class into a cloak-and-workroom which was intended as a supplement to the kindergarten room. This extra room, now used for a class, in only 17 feet by 12 feet or less than one-fourth the area properly required for a class!

The future enrollments of the Columbus School are not easy to predict, as indicated by the discussion in Chapter IV. There are reasons (maturing of families, possible migration of young families from the neighborhood) for thinking that the neighborhood may not crowd its school in the future. Yet at the present time the school is crowded, and conservative predictions show a future enrollment as high as 276 pupils, the enrollment distributed in the grades in such a manner as to require at least eight classrooms.

Ordinarily, a situation like that at Columbus, of an incomplete set of classrooms to serve not over 276 pupils, would call for the construction of one good additional room as a wing or annex to complete the existing building. Nevertheless it appears better to recommend that two "semi-permanent" classrooms similar to those at Garfield, be added at Columbus. Two rooms rather than one are suggested because of the unusual distribution of enrollments at Columbus requiring two first grades each year. The so-called "semi-permanent" construction is recommended because of the uncertainty which prevails as to the future child population of the neighborhood. If school officials decide the enrollments predicted in Chapter IV are as conservative and as permanent as they appear to be, an alternative recommendation for two permanent classrooms may be preferred. This alternative recommendation seems particularly desirable if conferences of school officials with zoning and Purdue-Calumet Development Foundation officials can give reassurance on the long-range future of the Michigan Avenue Addition. Permanent construction should be undertaken at Columbus only if zoning and Development Foundation officials along with school authorities can all satisfy themselves that future enrollments will justify permanent structures.

Field School

The Field School, most acute of the problems facing school officials at the time of the East Chicago school survey ten years ago, is now in a much better situation. The uncertainties of a decade ago have been resolved in favor of building a new and very complete Field School. Now the Purdue-Calumet Development Foundation proposes to build a new residential community around the school.

The new Field School, complete with four added classrooms placed into use this autumn, serves about 1200 pupils who reside in a small but densely populated area. This large enrollment is expected to grow still larger, if the present neighborhood is undisturbed, but the Foundation's rehousing activities are certain to disturb routine enrollment predictions somewhat even though the best guess of Foundation officials assumes no change in school enrollments as a result of rebuilding. The best policy for the next few years at Field appears to be one of making necessary adjustments from year to year until the rehousing project has been completed and its impact stabilized. If additional classrooms are needed at Field during the coming years of instability in enrollments, semi-permanent classrooms appear to be preferred to more permanent (and more expensive) construction.

All present indications are that some semi-permanent construction will be needed at once, to relieve present overcrowding and to serve further enrollment increases anticipated in the fall of 1956 before the rehousing project is fully underway. One kindergarten class group now meets in the public library during each morning, and another class uses a small art room. Forty additional pupils are ex-

pected in the school next year. To accommodate present and predicted enrollments for the next school year, four semi-permanent classrooms should be constructed on the Field site during the next eight months.

Lincoln and Riley Schools

These two buildings have certain common problems and similarities which make their consideration together desirable. The geographic service areas of the two schools actually overlap for about three-fourths of the area of each, without any sharp barrier to divide the two service areas except for the shopping center along Broadway. The two school centers are only two blocks apart. Pupils who attend Lincoln are transferred to Riley for sixth grade work. Both schools also share involvement in the rehousing activities proposed by the Purdue-Calumet Development Foundation for the north portion of Indiana Harbor. Both buildings are of intermediate vintage, not ancient and yet not altogether modern. Rather extensive investments have been made on both buildings for modernization, thereby largely committing the school district to their continued use. Both schools are located on small and inadequate sites (Lincoln, 1.06 acres; Riley 1.96 acres). The futures of the two buildings are inevitably interwoven.

Lincoln and Riley both serve large pupil enrollments. Lincoln now (September, 1955) has 623 pupils in kindergarten through grade five; and Riley has 706 pupils in the elementary grades. Tables XII and XIII in Chapter IV give lower predicted enrollments for 1955-56 as formulated during the summer of 1955, which is an indication of the rapid growth of enrollments in the schools. The predictions of Chapter IV show a prospective maximum enrollment of about 650 pupils for Lincoln through grade five, and of 773 for Riley. Possibly these predictions are low, if Spanish-American immigration to Indiana Harbor continues.

Several generalizations about the two schools seem to be key factors in planning for the use of these buildings.

1. Both of the buildings are acceptable for continued use for the foreseeable future. While not modern, both buildings are reasonably free from fire hazards and have been recently placed in a state of good repair.
2. A single school could serve the geographic area of the two present schools very well.
3. Both of the schools need larger sites.
4. As a result of the Foundation's efforts the opportunity of a century - or possibly of many centuries - is likely to emerge within the next five years for modification of the Lincoln and Riley facilities.

From these circumstances, two alternative recommendations for the future of the schools seem justified. Either recommendation involves advantages and disadvantages, yet both promise respectable solutions to the problems and the opportunities facing the schools.

Alternative No. 1. As part of the rehousing program of the Foundation, clear a single adequate site for a new and combined Lincoln-Riley school. Build a new school to replace both buildings, or if the new site can be an extension of either of the present sites build additional space to supplement the retained building.

Alternative No. 2. Either as part of the rehousing program, or in coordinated effort with the rehousing program, expand both of the present sites, retaining for the foreseeable future the buildings now provided.

It is clear that Alternate No. 1 involves greater initial expense for building, particularly since one or both of the present useful buildings would be sacrificed. Also, this plan would yield an extraordinarily large elementary school - 1500 elementary pupils by present calculations, or approximately seven classes for each grade!

There are however compensating advantages in the first alternative. First, the operation over the years of a single large center should be more economical. Second, fewer acres of land will be needed for a single large school than for two proper separate sites. Third, as a bonus advantage from this plan, the north part of Indiana Harbor can have the benefit of a truly modern and beautiful elementary school building, in place of the present satisfactory but not altogether safe or attractive buildings.

If it seems desirable to the school officials to move in the direction of a single school center, the actual cost of new construction can be postponed almost indefinitely without upsetting the plan, by expanding only one of the present sites to serve an estimated 1500 pupils, but by continuing both of the present buildings in use from year to year. This plan has the disadvantage of inflicting planned deterioration of facilities on the children in the school which is ultimately to be abandoned.

The large enrollment which appears likely for a single school may not prove to be quite the problem it now seems to be. In the first place, the acquisition of an adequate school site in the neighborhood will itself cause a significant reduction in the school's enrollment. Secondly, the impact of the rehousing program, while apparently of no consequence for future enrollments, may as easily yield lower enrollments as otherwise. Finally, it is possible that East Chicago school officials and their architects could design a new type of school center consisting of a series of adjoining but isolated classroom units and playgrounds to provide the emotional security of small groups for young children in spite of a large over-all school enrollment.

The absence of parks, as well as of schools, in the Lincoln-Riley neighborhood should encourage unusual efforts to develop "park-schools", or at least unusually adequate school sites. Undoubtedly school and park authorities should join forces in the acquisition and development of land in the neighborhood.

One remaining point needs to be examined about the future prospects of Lincoln and Riley schools. This is the extent to which existing space in the present buildings will meet oncoming enrollments. The recommendation here must be as it was

for Field - a period of uncertainty and instability with respect to enrollments will undoubtedly occur from the activities planned by the Foundation, hence only inexpensive semi-permanent classrooms should be provided from year to year as needed until the Foundation program has run its course and enrollments are again more predictable. The two buildings appear to have capacity for predicted enrollments for the next year or two. Thereafter, according to present predictions, Lincoln will become especially crowded; but the picture by then may be changed by rehousing activities.

Franklin School

This school poses a problem which is different from those of other buildings in the school system. The Franklin building is a substantial, fire-safe structure on an excellent eight acre site. If it were not that the school serves homes in northern Indiana Harbor to within one block of Riley School, Franklin would have a very small enrollment, for the school sits near the middle of the one large area of vacant land in the city. This vacant land has recently been assigned to the Purdue-Calumet Development Foundation for residential construction, for which it is zoned.

The present Franklin attendance district provides 589 pupils to the school as of September 1955. The predicted maximum enrollment reported in Chapter IV is 633 pupils from the district. To this enrollment, an additional group of perhaps as many as 800 elementary school pupils may be added as a result of new housing in the district. The number is, of course, a guess at this stage in planning, for decisions have not been reached yet as to the exact number of new houses to be constructed, nor can the number of children per family be accurately determined this far in advance.

One factor which will affect the number of new homes and of new children is the amount of vacant land in the district assigned to schools and parks. The eight acres now at Franklin meet the standards of site size reported in Chapter III for not over 300 pupils. Three more acres should be provided to meet the standards for the present enrollment; and a total of twenty acres is standard if plans are made for a school of nearly 1500 pupils. Whether the full standard acreage for Franklin is provided or not, any increase in the amount of land excluded from residential construction will depress somewhat the school enrollments. Futhermore, problems created by the new housing will affect the Washington junior-senior high school, and land in the Franklin district may be necessary to relieve Washington.

A second factor which will affect the enrollment at Franklin is the final resolution of the Lincoln-Riley situation. Ordinarily, Franklin should not draw pupils from so near to Riley. If Riley is properly developed at its present location, or if a large new Lincoln-Riley is developed near the present Riley, pupils who now would attend Franklin will probably attend at Riley. To this extent, Riley must be enlarged further and Franklin need not become quite so large.

The conclusion which must be drawn from this discussion is that plans for major building and site expansion at Franklin must be kept under constant discussion between school and Foundation officials. New permanent construction at

Franklin will undoubtedly be necessary. Additional school acreage will probably be desirable. In the interests of both the schools and the new housing project, judgments on both schools and housing should be made cooperatively.

In the meantime, while the housing program picture is coming into focus, the adequacy of Franklin for existing homes in the district must be considered. The building has a complete array of special elementary school facilities, along with 16 classrooms. Approximately 510 pupils at average class sizes of 30 should be accommodated in a building of this size. Enrollment in the building in September, 1955, had already reached 589, with great probability of some increase in enrollment during the next year or two. With permanent construction so clearly indicated in the near future, it appears doubtful that temporary or semi-permanent structures should be provided at this time. The overcrowding in the present and the near future at Franklin should probably be tolerated until the extent of permanent construction is clear. In the meantime, perhaps the best temporary adjustment will consist of adapting the girls' playroom for one or more extra classes, in spite of the handicap this will place on the total physical education program of the school.

Washington Elementary and Junior-Senior High Schools

A grand total of nearly 2300 pupils, in September 1955, including 524 in the elementary school, 680 in grades seven and eight, and 1091 in grades nine through twelve, are enrolled at the Washington center in five major buildings on a campus of about eight acres.

According to the forecast of enrollments in Chapter IV, by 1963-64 there will be about the same number of elementary children, plus 929 pupils in grades seven and eight, and 1410 in grades nine through twelve, or a grand total of over 2800 pupils. The senior high school will still not be at its peak by 1963-64.

The Washington center will feel the impact of every influence which may be exerted by the Development Foundation on Indiana Harbor. The final effect of the Foundation is difficult to predict, but a major intermediate effect is likely to be the addition of another 500 pupils to the junior and senior high school grades from the further development of the Franklin area.

So far as is known to the writer, no thoughtful educator has ever expressed enthusiasm for a school of 2300 pupils, to say nothing of 2800 or more! Certainly the effort to educate so many youth on a plot of ground largely covered by buildings is not in keeping with commonly accepted ideas about good education. Most educators, despite the doctrine of the "Gary Plan" during the beginning years of that community, are especially distrustful of the conditions created when children from all grades are mixed together in such large numbers. There is a strong disposition among educators, unproven perhaps by scientific data but rooted nevertheless in a multitude of professional experiences, against combining any two of the three organized levels of public school.

All of the Washington buildings are usable for years ahead. The buildings range from the splendid new physical education and cafeteria structure now being completed to the old elementary building which was constructed in 1908. Even this

latter structure has recently been completely remodelled, at a reported cost of over a quarter of a million dollars. There is no question that all of the Washington buildings have long and useful lives ahead of them.

The number and nature of the rooms and buildings especially designed for high school activities - shops, gymnasiums, auditorium - almost mandate that the center shall be used for a senior high school. Hence, any reduction in enrollments at Washington and any separating of educational levels must be accomplished by finding new locations for elementary or junior high school pupils, or for both.

Detailed utilization studies of the junior-senior high school spaces have not been made for this survey. However, it seems clear that the total space at Washington might not be effectively used now or later by the senior high school alone. In 1954, the Building and Site Survey found only 55 per cent pupil station utilization for the junior-senior high school areas, with an enrollment then of 1902 or nearly 100 more than at present. Pupil station utilization percentages never approach 100 per cent, and the assumptions used in calculating the percentage in 1945 are not explained so that the percentage reported can be fully interpreted, but the figure doesnot suggest overcrowding. In fact, the Washington junior-senior high school buildings served approximately 2500 pupils in 1935 through 1937, without some of the building space now provided.

The larger enrollments of previous years were not, however, provided a large enough site; nor were the three educational levels properly separated. Consequently, although the removal of both elementary and junior high school pupilsfrom Washington appears impractical, there are good reasons for removing at least one of these units.

It is the recommendation of this survey that steps be taken now to prepare for the removal of one of the units from the present Washington site. Either the elementary or the junior high unit could be moved to advantage, if a suitable new location can be found. An excellent location for an elementary center is in the general vicinity of Washington Park. Partly because land there may be difficult to secure, it is the recommendation of this survey that the junior high school should be moved to some nearby location where land is now vacant or will be vacated by the Development Foundation. The land should be acquired as soon as a suitable site can be found even though building construction can be delayed until mounting enrollments further crowd present Washington facilities. A three-year junior high school is probably desirable, although a two-year school is acceptable.

A line of reasoning favorable to a new junior high school is the feeling that the elementary school at Washington can be isolated more readily from the senior high school, and can have an independent high-quality program more readily. It is not uncommon, when junior and senior high school programs must operate together, for the junior high pupils to receive the short end of things! By moving the junior high school, all three divisions of the school system will be able to function independently under conditions favorable to each.

Roosevelt School

The situation at Roosevelt junior-senior high is illuminated by the previous discussion of Washington, although the situation at Roosevelt is less acute. There

is no elementary school to complicate the picture at Roosevelt, and the site nevertheless is much more adequate (over 14 acres).

Yet, enrollments will mount for Roosevelt. There are now 393 junior high school pupils, if Garfield pupils are included as recommended. There are 818 pupils now in grades nine through twelve. The total enrollment for the school is thus 1211. By 1963-64 this total is expected to mount to 1911, with the end of increases not yet in sight. Additional construction in Roxanna Addition may further increase this total.

The Roosevelt building is an excellent resource, in a fine state of repair. There is a limit, however, to the number of pupils it can accommodate. The school system needs a plan now in preparation for the time when the limit of enrollment at Roosevelt has been reached.

The principles and judgments expressed for Washington are also applicable here. The junior high school pupils at Roosevelt will probably be better educated if they have their own school. It is the suggestion of this survey that land be set aside now for the time, not many years off, when a separate Roosevelt Junior High School may be needed. Either two or three grades may be included in the new center - preferably three grades, seven through nine.

Fortunately, the school owns land across the street from Roosevelt which may be converted to junior high school purposes. This land was acquired for central offices, but the suggestion has been made that central offices be developed on the McKinley site. If developments at McKinley force the central administrative offices into new quarters on a new site, the Roosevelt Junior High School and the central offices can be designed together on land near the present Roosevelt. The present plot should be enlarged if it is to serve these two purposes.

CHAPTER VII

SUMMARY OF RECOMMENDATIONS

The recommendations of the survey in an approximate order of urgency are as follows:

I. Grades seven and eight should be moved permanently from the Garfield building to the junior high school which serves the Garfield area. The Garfield building should serve kindergarten and elementary grades only. A greatly expanded site should be obtained for the Garfield School.[1]

II. Two classrooms, of "semi-permanent" type should be added at the Columbus School for the school year 1956-57. As an alternative, two "permanent" classrooms might be added at ground level to the present Columbus building, but this alternative should be followed only if East Chicago Plan and Zoning Commission officials and Purdue-Calumet Development Foundation officals along with school authorities are reasonably certain about the prospects of a permanently increased enrollment in the Columbus area.

III. Four "semi-permanent" classrooms should be constructed on the Field site to house increased enrollments for the 1956-57 school year. Additional "permanent" construction at Field is unwise at this time, in view of the uncertain long-range effect of rehousing activities on the Field School enrollment.

IV. Plans for building and site expansion for the Franklin School must be kept under constant discussion between school and Development Foundation officials until the future at Franklin is clear. New permanent construction at Franklin will be necessary if a housing project is developed in the neighborhood. Additional site acreage will be desirable if the school enrollment is to increase.

V. A site should be acquired as promptly as possible to relieve future crowding and to improve the educational program at Washington School. Either the elementary school or the junior high school could eventually be moved from the present Washington site to advantage. It is the recommendation of this survey that a new site be obtained now for the junior high school at Washington.

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[1] The reorganization of grade levels, the acquisition of land for an approved site, and the construction of a new elementary school building in the Garfield attendance district must receive top priority among the recommendations as a result of the fire which burned the old Garfield building early in 1956.

VI. A site should be acquired as promptly as possible to provide eventually for a separate location, apart from the senior high school, for the Roosevelt junior high school.

VII. As opportunities arise, the site of the Harrison elementary school should be enlarged. Constant effort over a period of years will probably be necessary to acquire the desired land area.

VIII. New construction to serve the McKinley-Roxanna attendance area is needed now, and should be provided as soon as possible. Either a new McKinley building on the present site and a primary-grade branch building on a new site in Roxanna should be constructed, or a single building to serve both neighborhoods should be constructed in the vicinity of Kosciusko Park. If the present McKinley site is used for a new school the acreage should be increased.

IX. Better provisions for central administration staff and services in the East Chicago schools are long overdue. Arrangements for better administrative quarters should be made in conjunction with the solution of the McKinley-Roxanna problem. If the present McKinley site were abandoned for school purposes, the newer portion of the McKinley building along with some additional new construction would provide excellent administrative facilities. If the present McKinley site continues to serve as a school location, then a new site and building for central administration should be acquired. It is possible that administrative facilities might be provided at one of the two proposed junior high school sites.

X. The Lincoln and Riley schools have sufficient capacity to serve the enrollments predicted for them for the next year or two. Then a period of uncertainty and instability in enrollments is likely to occur from the rehousing activities of the Development Foundation. Only inexpensive "semi-permanent" classrooms should be provided at Lincoln and Riley to accommodate enrollment overloads during this period until the Foundation program has run its course and enrollments are again more predictable.

XI. Eventually, at some fairly distant future date, one of two possible plans should be accomplished for Lincoln and Riley schools. Either a single adequate site should be cleared for a combined Lincoln-Riley school; or both of the present sites should be expanded around the present buildings. If a single site is developed, it may be at either one of the other of the two present school locations, or at some new location serving the two school neighborhoods. Construction needs in the distant future for Lincoln and Riley will depend in part on the site plan which is adopted.

XII. When increased enrollments justify, as they undoubtedly will, the expansion of the Washington school, a new Washington junior high school building should be constructed on the site recommended in item V above. A three-year junior high school is recommended.

XIII. When increased enrollments justify, as they undoubtedly will, the expansion of the Roosevelt school, a new Roosevelt junior high school building should be constructed on the site recommended in Item VI above. A three-year junior high school is recommended.

Few communities in the nation are better able to finance their school building and site needs than is the community of East Chicago. The 1945 survey of the East Chicago schools reviewed in detail the great wealth which East Chicago possesses. The favorable financial picture of 1945 has not changed and seems not likely to change markedly. In 1945 East Chicago easily ranked first, among eighteen Indiana cities of approximately the same population in assessed valuation per inhabitant. Among eight Indiana cities for which data was available, East Chicago had one of the lowest percentages of true value at which property was assessed. Assessed valuation per resident public school pupil was almost double the median assessed valuation per resident public school pupil among 12 comparable Indiana cities. Among 14 comparable Indiana cities, the tax rate for schools was next to the lowest, and the grand total tax rate was sixth from the lowest. On the basis of estimated true valuation both the school tax rate and the total tax rate were lowest among the 14 comparable Indiana cities.

For 1954, on which taxes were payable in 1955, the assessed valuation per resident public school pupil in East Chicago was more than double the median assessed valuation per resident public school pupil among the 16 largest Indiana cities which have comparable total population. The assessed valuation per pupil in East Chicago was $17,794.77 in comparison with a median assesed valuation of approximately $7,400 for the entire group of cities. The school tax rate in East Chicago, at $1.98 per $100 of assessed valuation was the lowest among the 16 cities. The median tax rate for the 16 cities is between $2.74 and $2.75, which are the school tax rates at Elkhart and Mishawaka respectively. The grand total tax rate in East Chicago, school and civil combined at $4.94, is also the lowest among the 16 large cities of the state, in comparison to a median combined tax rate between $5.56 and $5.726, the first rate applying at both Elkhart and Lafayette, and the latter rate applying at Indianapolis.[1]

The school district has a legal bonding power for school building and site expenditures of two per cent of the total assessed valuation, or a sum for building and site purposes of $3,106,418 on the 1954 assessments. Of this sum, a portion is already committed to bonds for expenditures in past years, leaving a clear bonding power at present of $766,418. Better than its bonding power as a financial resource is the city's taxing power for school building and site purposes. The city can levy

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[1] Research Service, Indiana State Teachers Association, Circular No. 22, July, 1955.

for building and site purposes any special tax rate up to $1.25 per $100 assessed valuation, which will yield an annual pay-as-you-go cumulative building fund of $1,898,479.62. Even from the 30 cent per $100 cumulative building fund rate which was recently authorized in East Chicago, the school district can receive $455,635.11 per year for a period of five years. It is clear that East Chicago can afford within the tax structure rapid action on the recommendations of this survey report.

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